An Abstract of the Thesis of

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THE RELATIONSHIP BETWEEN

THE PSYCHOSOCIAL TASK DEVELOPMENT

OF TRADITIONAL AGED COLLEGE STUDENTS

AND THEIR LEVEL OF HOMOPHOBIA

Evidence presented in the correlational study The
Relationship Between the Psychosocial Task Development of
Traditional Aged College Students and Their Level of
Homophobia indicates that a relationship does exist
between traditional aged college students' psychosocial
task developmental level and their level of homophobia.
Understanding psychosocial task development through
Chickering's developmental vectors may provide an avenue
to develop pro-active interventions in the area of
interpersonal skill development which may decrease the
level of homophobia among this population.

Edward P Butler

Abstract Approved

THE RELATIONSHIP BETWEEN

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A Thesis

Presented to the Division of

Counselor Education & Rehabilitation Programs

Student Personnel Services

EMPORIA STATE UNIVERSITY

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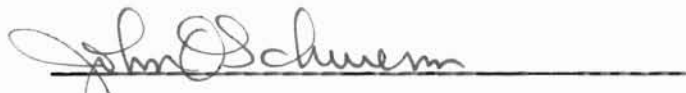
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This project is a gift I give to those who have given me permission to share their lives. Your life stories whether homosexual, bisexual or heterosexual have added enrichment to my ideas, thoughts and words. Your words of interest and encouragement from across the United States and around the globe have lifted my spirit every time I was sure that this project had come to a screaming halt. Through this project I have learned that no one, including myself, is ever completely free of homophobia or heterophobia, yet acknowledging that they are there is the first step in freeing ourselves from their influence.

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Chapter 1

INTRODUCTION

In the last two decades of American history a
relatively new conflict has risen among the general
population that is also being reflected through students
on college and university campuses. This conflict has
grown as the once silent population of homosexuals began
to organize political and personal support groups that
in turn has led to their increased visibility. As
homosexuals have become more outspoken about their
presence in the American population, heterosexuals have
also become more outspoken about their reactions to the
homosexual population. One result of the conflict
between these two groups is an increased awareness of
homophobia and its manifestations among the general
population and students on college and university
campuses.

The Gay Liberation Movement

It is generally accepted that homosexuals in the
United States began their metamorphosis from an invisible
to a visible minority in June of 1969, when police
officers arrived at the Stonewall Inn. The Stonewall,
located in Greenwich Village, New York, was a private

club for homosexuals. The officers arrived with a
"search warrant, authorizing them to investigate reports
that liquor was being sold there without a license"
(Faderman, 1991, p. 194). The reaction to this raid was
different from reactions to other raids in previous
evenings. The patrons of the Stonewall did not slink off
into the night after being questioned by the police
officers. Instead they gathered on the street in front
of the Stonewall and protested the continued harassment
of homosexuals in Greenwich Village. This evening turned
into several days of rioting by the homosexual community.

The Stonewall Rebellion has become an historical
marker for the increased visibility and organization of
homosexuals in the United States (Faderman, 1991). In
fact homosexuals had been organizing for several years
before this event (D'Emilio, 1992). The first male
homosexual organization, the Mattachine Society, was
founded in Los Angeles in 1950. The first female
homosexual organization, the Daughters of Bilitis, was
formed in 1955 in San Francisco. The first homosexual
college and university student organization was chartered
at Columbia University in 1967, two years before the
Stonewall Rebellion (Faderman, 1991).

As the homosexual community was organizing, those
with oppositional views toward homosexuality were also
organizing. In 1950 the American government took an
unprecedented interest in assumed or real homosexuals who

were government employees. Hundreds of government
employees were dismissed on the grounds of moral
turpitude related to homosexual behavior. "The military,
too, intensified its search for homosexuals and lesbians
in its ranks" (D'Emilio, 1992, p. 61). In the late
1940's discharges related to homosexuality averaged
approximately 1,000 per year, yet by the early 1950's the
per year average had grown to approximately 2,000 and by
the 1960's had increased to over 3,000 per year
(D'Emilio, 1992).

As the 1960's dawned, a new era was introduced in
which many minority populations joined forces to combat
the conservative era of the 1950's. Many homosexuals
joined in the push for increased civil liberties of
other, more visible, minority populations, such as
African-Americans and/or women. As the decade of the
1960's drew to a close, gay activists had gained the
experience they needed to join ranks and express their
demands for change (D'Emilio, 1992).

The gay liberation movement gained momentum, in
part, by the efforts of many college and university
students. Following the charter of the homosexual
student group at Columbia, groups also organized at
Rutgers, Cornell, New York University, and Stanford
(Faderman, 1991; Scott, 1991). "By 1974, only five years
after the birth of gay liberation, almost 175 gay student
groups were in existence" (D'Emilio, 1992, p. 130).

The creation and continued existence of homosexual student organizations has not been an easy task. The right of homosexual students to associate and be recognized on college and university campuses has been generally established through litigation. The general rationale for opposition of homosexual student groups by college administrators has been that these student organizations would encourage activity which violates criminal law (D'Emilio, 1992). However, the court has overturned the denial of recognition for these groups with the argument that they were not advocating criminal activity but advocating the repeal of criminal laws (Kaplin, 1990).

Defining Homophobia

The establishment of homosexual student groups on campus has forced a new awareness of the increasing harassment and intimidation of assumed of real homosexuals for college administrators, faculty, staff and students. The physical and psychological manifestations experienced by heterosexual and homosexual persons due to negative attitudes and beliefs directed toward homosexuality has been labeled homophobia.

Strictly speaking, the Greek prefix homo- is defined as 'the same' and the term phobia is defined as "an unreasonable fear of ordinary objects or situations that

limits the individual's participation in everyday activities" (Laird & Thompson, 1992, p. 431). In this sense homophobia would be defined as a 'fear of the same.' Thus, in its strictest sense the term homophobia can be defined as a phobia or fear of homosexuals. Weinberg (1972) is generally credited with the increased popularity of the term homophobia and broadened the term to mean "the dread of being in close quarters with homosexuals" (p. 4). The term homophobia has grown to include prejudicial beliefs and attitudes that lead to the oppression of and acts of discrimination against homosexuals (Obear, 1991).

Due to the increased breadth of the definition of homophobia, attempts to create instruments to measure it have been difficult. Historically, measures of homophobia "have relied on items calling for an evaluative response to questions of legality, morality, or social desirability" (Hudson & Ricketts, 1980, p. 358) of homosexual behavior. According to Hudson & Ricketts (1980), these items were unsuitable for measuring what they considered to be an emotional or affective response to homosexuality. Thus, they defined homophobia as "the responses of fear, disgust, discomfort, and aversion that individuals experience in dealing with gay people" (Hudson & Ricketts, 1980, p. 358).

Deficiency Model in Research

These definitions grew in clarity during a time when a shift was being made in the study of minority populations such as African-Americans. Historically, research focused on the deficiencies within minority populations that led them to be seen as inferior by the majority culture (MacDonald & Games, 1974). In other words, if researchers could discover what aspects of minority populations made them different from the majority population, the former could be made to resemble the latter.

The shift in emphasis in research on minority populations has come to view the beliefs and attitudes of the majority group and how they affect both majority and minority populations. This change of focus has begun to affect how homophobia and its manifestations are viewed.

Research on homosexuals has shown how the homosexual community has developed within itself and how this community has been affected by discrimination and homophobia. A small but increasing body of research has begun to examine the effects of homophobia on individuals outside of the homosexual community. A significant portion of these studies have been conducted on college and university campuses with students. The following section will discuss some of these studies and how the results impact the campus community.

Statement of the Problem

For many years one of the premises of higher
education has been to promote the understanding of a
democratic society which values human diversity (Fenske &
Hughes, 1989). Over the last thirty to fifty years the
human groupings that people in the United States have
accepted as appropriate human diversity groupings have
changed dramatically. Large bureaucratic institutions,
such as colleges and universities have been slow to fully
embrace and support many diverse groups.

Recently, however, progress has begun in documenting
advocacy for homosexual college and university students.
For example, on November 1, 1986 the Pupil
Nondiscrimination Guidelines for the State of Wisconsin's
Equity Law, S.118.13, took effect. It states:

> Resolved that the LAUSD reaffirm its policy that
> students and adults in both schools and offices
> should treat all persons equally and respectfully
> and refrain from the willful or negligent use of
> slurs against any person on the basis of
> race, language spoken, color, sex, religion,
> handicap, national origin, immigration status, age,
> sexual orientation or political belief.
> (Grayson, 1987, p. 139)

Specifically, within higher education, student
affairs professionals and their professional
organizations have made a commitment to supporting
homosexual college and university students. In section 4
of their 1989 Statement of Ethical Principles and
Standards, the American College Personnel Association
states:

Student affairs professionals, both as citizens and practitioners, have the responsibility to contribute to the improvement of the communities in which they live and work. They respect individuality and recognize that worth is not diminished by characteristics such as age, culture, ethnicity, gender, disabling condition, race, religion, or sexual/affectional orientation. Student affairs professionals work to protect human rights and promote an appreciation of human diversity in higher education.

As ACPA members, student affairs professionals will: Not discriminate on the basis of age, culture, ethnicity, gender, disabling condition, race, religion, or sexual/affectional orientation. They will work to modify discriminatory practices. (Herlihy & Golden, 1990, p. 193)

Moreover, the National Association of Student Personnel Administrators (1989) state in their publication, A Perspective on Student Affairs:

Each Person Has Worth and Dignity

It is imperative that students learn to recognize, understand, and celebrate human differences. Colleges can, and indeed must, help their students become open to the differences that surround them: race, religion, age, gender, physical ability, language, nationality, sexual preference, and lifestyle. These matters are learned best in collegiate settings that are rich in diversity, and they must be learned if the ideals of human worth and dignity are to be advanced. (p. 12)

With these statements as a foundation researchers such as D'Emilio (1990) and D'Augelli (1989b) have begun to study how homophobia is manifested on college and university campuses. For example, one study conducted by D'Augelli & Rose (1990) surveyed 500 (250 male, 250 female) freshmen at Pennsylvania State University. The sample was randomly generated from a list of freshmen between the ages of 17 and 19 years of age who lived in

university housing. Survey packets were distributed to
resident assistants, who in turn distributed them to the
subjects. Subjects "were asked in a cover letter to
complete the survey privately, place it in the envelope
provided, seal it and write across the seal, and return
it to their RAs" (D'Augelli & Rose, 1990, p. 485). The
subjects were guaranteed anonymity and responded with a
return rate of 126 women and 123 men. "Of the 249
individuals who returned their surveys, only White
students were retained for analysis" (D'Augelli & Rose,
1990, p. 485). The final sample included 108 women and
110 men.

The survey distributed by D'Augelli & Rose (1990)
"contained questions about attitudes and experiences
concerning lesbians and gay men" (p. 485). Upon review
of the results they found that 29% of the 218 respondents
believed that the campus environment would be more
acceptable with only heterosexual students present.
Almost all of the respondents had heard homophobic
comments and 85% had made such comments themselves. Male
respondents stated they had made more homophobic comments
than women. "Of those making comments often (N=41), 80%
were men" (D'Augelli & Rose, 1990, p. 488).

Examples of homophobic remarks are found in
LaSalle's (1992) study designed to examine "the attitudes
of faculty, staff, and students regarding lesbian, gay
and bisexual issues" (p. 5). This study was undertaken

at "a large public research university in the northeast
with a student body of approximately 38,000" (LaSalle,
1992, p. 5). "The survey was developed by a newly formed
committee for lesbian and gay concerns to assess the
campus climate during a time when the university received
pressure from a variety of lesbian, gay, and bisexual
interest groups to include a sexual orientation clause in
its non-discrimination policy" (LaSalle, 1992, p. 5).
The survey contained 38 items, concluding with an
optional, open ended question. This question asked
respondents to provide comments on "issues related to
sexual orientation" (LaSalle, 1992, p. 5). Written
responses were provided by 564 of the 1,952 faculty and
staff who returned the survey, while 262 of the 671
undergraduate students who returned the survey offered
written responses.

Five categories of comments emerged from the written
responses and were grouped as being advocating,
accepting, neutral or unclear, oppositional, or hostile
toward homosexuals. The largest percentage of all
comments fell into the oppositional and hostile
categories. Faculty and staff comments were reported at
50% oppositional and 2% hostile, while student comments
were reported at 49% and 8% respectively. Examples of
comments that fell into the oppositional and hostile
categories in LaSalle's (1992) study are as follows:

> All gay, lesbian and bisexual people should be taken
> out and shot in the head. They are all going to

hell anyway. I would not think twice about making a
anti-gay or anti-lesbian remark. (p. 1)

This subject is a waste of time for university
people. If people act differently, they should
expect to be treated differently. (p. 8)

It is obvious that homosexuals are genetically
inferior to heterosexuals, and therefore should be
eliminated, before they contaminate the rest of the
'STRAIGHT' world. If I were in a position of power
I would implement this program to it's fullest
extent, to make the world a better place to
live. (p. 9)

On the other hand, faculty and staff responded with

16% of advocating comments and 11% of accepting

comments. The undergraduate student comments were 7%

advocating and 25% accepting. Examples of these comments

are:

If any community within our society should encourage
acceptance of diverse views/practices, the
university is that community. I feel an
anti-discrimination statement is appropriate and
that those who wish should be allowed a forum to
educate and discuss sexual orientation... (p. 8)

I feel that people should be more tolerant and
accepting of one another. I am heterosexual but I
will not judge anyone who is gay, lesbian, or
bisexual. That is their choice as is
heterosexuality for myself. I might not understand
homosexuality but I won't judge or
discriminate. (p. 8)

In summary there is evidence that colleges and

universities have made initial efforts to address the

issue of homophobia. However, continued efforts to

formalize and activate institutional policies are needed

to understand and address how homophobia affects the

entire campus environment. Administrators, faculty, and

staff may need to pay closer attention to the

psychosocial development of college students as they negotiate the increasingly diverse campus community. Specifically, there is a need to address the issue of adolescent and young adult psychosocial developmental task level and its' relationship to level of homophobia.

Statement of Purpose

The purpose of this study is to examine the relationship between undergraduate college students psychosocial development and their level of homophobia.

Research Question

What is the relationship between the psychosocial development of undergraduate college students and their level of homophobia?

Statement of Significance

In the last two decades there has been an expansion of research in the area of homophobia. The majority of these studies have attempted to explain how homophobia affects homosexuals (D'Augelli, 1989b; Herek, 1989), what treatments may effect change in homophobic attitudes (Chesler & Zuniga, 1991; Duncan, 1988; Lance, 1987), what

types of homophobic attitudes and beliefs exist
(D'Augelli & Rose, 1990) and the construction of
instruments to measure homophobia (Hudson & Ricketts,
1980; Lumby, 1976). Furthermore, several of these
studies (D'Augelli, 1989a; Dearth & Cassell, 1976; Herek,
1984; Morin & Garfinkle, 1978; Nevid, 1983) have suggested
that males have higher levels of homophobia than females.

No studies, to date, have been found that examined
the relationship of psychosocial development among
undergraduate college students and their level of
homophobia. Thus, the significance of this study is that
it will examine this relationship. If any observable
relationships are found, the results may provide a
foundation for understanding the relationship between
psychosocial development and level of homophobia. An
understanding of students' psychosocial development may
provide a basis to target specific campus programming to
help reduce homophobia within the campus community.

Summary

The term homophobia has undergone several changes as
researchers such as Hudson & Ricketts (1980) have begun
to study and document its' existence. As the term
homophobia has been redefined, the communities it affects
have also been redefined. Homosexuals and heterosexuals
have begun to express how the issue of homophobia affects

their lives. The following chapter provides a review of
the literature which covers the manifestations of
homophobia in homosexual and heterosexual populations and
provides a theoretical base for this study.

Chapter 2

REVIEW OF THE LITERATURE

The following chapter will review the literature related to how homophobia affects homosexual and heterosexual populations, as well as, summarizing the psychosocial theories of Erikson (1950, 1968) and Chickering (1969, 1993). The first section focuses on the homosexual population and describes how homophobia is manifested among this group in physical and psychological ways. The second section focuses on the physical and psychological manifestations of homophobia within the heterosexual population. Finally, the psychosocial and student development theory that provides a basis for understanding homophobic beliefs and attitudes among homosexual and heterosexual university and college students will be examined. Understanding these areas and the relationships of these attitudes and beliefs between and among heterosexual and homosexual students is necessary to produce a more productive learning environment for all students.

To understand the implications of how homophobia manifests itself it is important to recognize that all adolescents and young adults are progressing through developmental changes. This period of development is often difficult and filled with anxiety as this age group

experiences "physical changes, emotional changes, intellectual changes and sexual development all within the context of their particular culture, family, peer group, and capacity as individuals" (Gibson, 1989, p. 112). Furthermore, as adolescents and young adults progress through this stage they must adapt to cultural and societal changes happening outside of their particular environment. Most college and university students are concerned with higher costs of living, a highly competitive job market, and increasing crime rates, as well as, adapting to a more diverse and pluralistic society (Fleming, 1981; Chickering & Reisser, 1993). Among those issues faced by today's adolescents and young adults are how they understand and react to the increased visibility of homosexuals.

The Homosexual Community

Responses to homosexuality have been viewed as acceptable or unacceptable, depending on the education and training persons have received. These cultural perceptions form a basis for shared beliefs, values and customs about homosexuality which affect all members of a particular social system (Herek, 1992). Within this context it has become increasingly important, in a social system where homosexuality is seen as unacceptable by at least some members, to understand how homophobia affects all members of the system.

Approximately 10 percent of the overall population are attracted to homosexual affectional and sexual relationships at some point in their adult lives (Miller, 1992, p. 90). Given this figure, in a college or university environment with 6,000 students, it would be possible for approximately 600 students to be dealing with issues related to homosexuality.

A large body of literature has evaluated the presumed effects of homophobia on individuals who identify themselves as homosexual. Documentation of the physical and mental abuse experienced by homosexuals has been one step in learning how homophobia affects this population. However, a major limitation to a large portion of these studies has been the use of non-representative samples (Berrill, 1992). Many homosexuals keep their identities hidden from the general population. This has forced researchers to conduct studies with the accessible homosexual population. This accessible population is primarily found in large cities that support community centers, bars and other gathering places that serve homosexuals. These groups do not adequately represent the entire homosexual population. Underrepresented in research samples are homosexuals who live in rural settings, who are minors, who are elderly, or who are disabled (Berrill, 1992).

Anti-gay violence and/or hate crimes against homosexuals have risen dramatically in the last decade.

These acts of violence and prejudice are serious problems in families, in the work-place and at many colleges and universities (Berrill, 1992). For example, in a 1984 national survey conducted by the National Gay and Lesbian Task Force, gays (N=1,420) and lesbians (N=654) reported that approximately one fifth (19%) had been punched, kicked, hit, or beaten at least once. Slightly less than half (44%) of the respondents reported they had been verbally threatened with physical violence. These acts and/or threats were reported by the respondents as being linked to their homosexuality (Berrill, 1992).

Several studies conducted on college and university campuses have mirrored the statements above. Studies conducted at Yale, Rutgers, Pennsylvania State and Oberlin have reported that three to five percent of homosexual students reported they "had been punched, hit, kicked or beaten at some point in their college careers; 16% to 26% had been threatened with physical violence, and 40% to 76% had been verbally harassed" (Berrill, 1992, p. 32-33). Furthermore, in 1984, student organizations on forty campuses reported 1,304 incidents of harassment, intimidation and/or vandalism against homosexual students (Berrill, 1992).

Upon review of these reports of anti-gay violence a differential pattern of victimization appears between gays and lesbians. Berrill (1992) states that gay men have "generally experienced greater levels of anti-gay

verbal harassment (by non-family members), threats, victimization in school and by police, and most types of physical violence and intimidation (including weapon assaults and being pelted with objects, spat on, and followed or chased)" (p. 25). A possible explanation for this varied pattern of victimization among gays is their tendency to recognize a homosexual identity during adolescence and young adult years. This early identification, coupled with their general higher visibility and presence in publicly identified gay establishments may provide a longer time frame for victimization to occur (Berrill, 1992).

In contrast to gays, lesbians reported in Berrill's (1992) study that they experienced greater victimization by family members. This may be due to the fact that lesbians tend to identify their homosexuality at various times throughout the life span, instead of at one particular life stage (Chickering & Reisser, 1993). Thus, it is possible that greater family victimization may be due to the presence of children and a traditional heterosexual marriage when homosexuality is identified. However, though greater family victimization is reported by lesbians, less general physical victimization (by non-family members) is reported. This may be due to the fact that women, in general, may learn at an early age to modify their public behavior to protect their personal safety (Berrill, 1992; Von Schulthess, 1992). Finally,

it is possible that fewer acts of victimization are reported by lesbians because many times victimization of lesbians can not be separated from victimization of women in general (Berrill, 1992).

Though greater family violence is reported by lesbians, both gays and lesbians fall victim to family violence (Berrill, 1992; Comstock, 1991). This type of violence against homosexual adolescents and young adults may have the most extreme consequences for them. Approximately thirty-three to forty-nine percent of homosexual adolescents and young adults report some type of violence or abuse from family members (Gibson, 1989; Martin & Hetrick, 1988). Of specific importance is the frequency of sexual abuse, by a family member, reported by both genders of young homosexuals (Martin & Hetrick, 1988).

Homosexuals who have been victimized may manifest severe psychological problems. This is particularly true if victimization occurs during late adolescence and early adulthood years. These manifestations may be of shorter or longer durations and may cause immediate or delayed reaction. A high percentage of these reactions may be acted upon during college and university years since this is a time of public disclosure or 'coming-out' for many homosexuals.

Psychological responses to homophobia and it's manifestations by homosexuals can vary in degree and

severity. They can include sleep disturbances, headaches, uncontrollable emotional responses such as crying, restlessness, drug and alcohol abuse, distancing from personal relationships and suicide. In particular, the suicide rate is very high among homosexuals and is increasing among the homosexual adolescent population. It has been reported that homosexual adolescents are two to seven times more likely to attempt suicide than their heterosexual counterparts (Gibson, 1989; Saunders & Valente, 1987). It is likely that this number is actually higher since many suicides go unreported as being linked with issues of homosexuality (Gibson, 1989).

Homosexuals who choose to hide their sexual orientation from the general public may manifest a different variety of psychological problems. If they remain invisible they may feel they are protecting themselves from the victimization that more public homosexuals experience (Gibson, 1989). However, this group may become cognitively, emotionally, and socially isolated not only from heterosexual peers and support groups but from positive homosexual role-models as well (D'Emilio, 1992; Gibson, 1989; Martin & Hetrick, 1988; Saunders & Valente; 1987). In this isolation they begin to doubt their own self-worth and dignity and develop general patterns of distrust for other people (D'Emilio, 1990; Gibson, 1989).

A large portion of homosexual adolescents and young

adults of college age may belong to this invisible
homosexual population. A 1989 study done at Pennsylvania
State University reports that approximately 80% of the
125 homosexual student respondents were not at all or
only somewhat comfortable with disclosing their sexual
orientation. A meager 4% reported being very comfortable
with disclosing their sexual orientation. Most
respondents reported hiding their sexual orientation from
roommates(80%), other undergraduates(89%), faculty(65%),
and job supervisors(70%) (D'Augelli, 1989b).

Thus far information has been provided that
describes how homophobia affects the homosexual
population. Studies show that homosexuals who live a
more publicly open lifestyle tend to be victims of verbal
and physical abuse, though this group may have more
positive support groups to deal with these issues. Less
publicly open homosexuals may protect themselves from
obvious abuse, however, they may become isolated from
positive support groups. Yet little is known abcut how
the physical and psychological manifestations of
homosexuality may impact the physical and psychological
manifestations of heterosexuality. The following section
summarizes literature related to the effects of
homosexuality on heterosexuals.

The Heterosexual Community

In addition to research which views how homophobia affects homosexuals are studies of individuals who manifest homophobic attitudes and beliefs. These individuals may be homosexual or heterosexual. Individuals who are homosexual and exhibit homophobic attitudes and beliefs are said to have internalized homophobia. In other words, people who are trying to deny or suppress their homosexual identities may choose to try to prove they are not homosexual by participating in victimization and abuse of known homosexuals (Obear, 1991; Gibson, 1989). Little is known about this manifestation of homophobia. Of concern to this study is the effect of homophobia on heterosexuals. Herek (1984) believes the basic premise for understanding heterosexual homophobia is in understanding social groupings. Social groups tend to create categories and norms with which to define their environments (Morin & Garfinkle, 1978). "These categories (e.g. class-caste, race, gender) can be so deeply ingrained in individuals' understandings of the world that they appear to be 'natural' rather than the products of social interaction" (Herek, 1984, p. 3).

When social norms are related to subgroups of people stereotypic definitions are formed. These stereotypical beliefs and attitudes can then be transformed into oppression of these social subgroups (Obear, 1991).

Those individuals who seem to hold the most extremely oppressive view of homosexuals as a social subgroup, seem also to share certain generalized commonalities. These commonalities can include:

> a. A generally conservative attitude (Levitt & Klassen, 1974).
> b. Authoritarian beliefs (MacDonald & Games, 1974).
> c. Rigid gender and gender-role beliefs (Smith, 1971; Levitt & Klassen, 1974; Morin & Garfinkle, 1978; MacDonald & Games, 1974).
> d. Strong religious affiliation (Nyberg & Alston, 1976-77; Levitt & Klassen, 1974).
> e. Restricted educational level (Nyberg & Alston, 1976-77)
> f. Roots in the rural areas of the midwest and southern regions of the United States (Levitt & Klassen, 1974).

Individuals' or groups' levels of homophobia may also be affected by their beliefs and attitudes concerning whether homosexuality and heterosexuality are chosen behaviors or are genetically predetermined. A U.S. News and World Report poll of 1,000 registered voters, conducted in May of 1993, reported that 47% of the respondents believed that individuals choose to be homosexual (Shapiro, Cook & Krackov, 1993). This group tends to exhibit more homophobic beliefs and attitudes than individuals who believe that homosexuality is biologically predetermined. Moreover, this group may be more homophobic because they fear that they may have the opportunity to make the choice to be homosexual (Aguero, Bloch & Byrne, 1984).

On the other hand, the belief that homosexuality is a biological distinction seems to produce fewer

homophobic reactions. This perspective negates the
possibility that an individual could slip into a
homosexual relationship. Furthermore, those who believe
that homosexuality is biologically founded may feel pity
for homosexuals because they must deal with their
orientation in much the same manner that the physically
challenged must deal with theirs (Aguero, Bloch & Byrne,
1984). In the U.S. News and World Report poll, 32% of
the respondents believed that homosexuality was a
genetically predetermined condition (Shapiro, Cook &
Krackov, 1993). This group tends to be more accepting of
homosexuals.

Whether homosexuality or heterosexuality is a choice
or a genetically predetermined condition is yet to be
understood (Gibson, 1989). As the debate continues,
adolescents and young adults learn and react to the
social stigmas applied to the homosexual population. For
adolescents and young adults, traditional college age is
a critical stage in defining sex- and gender-role
ideologies (Chickering & Reisser, 1993). Upon arriving
on campuses, college and university students quickly
learn to adjust their behavior to group norms (Fleming,
1981). One of these norms is to act and be heterosexual,
regardless of their sexual orientation, for fear of being
labeled homosexual. This generalized homophobia
interferes very quickly with the friendships and
relationships of all college and university students
(Douvan, 1981).

One method used to explore how homophobia manifests itself among college and university students has been to interview identified perpetrators of anti-gay violence. Responses from these perpetrators supports the notion that, at least some, anti-gay victimization is motivated by peer pressure (Newcomb, 1989). In other words, perpetrators see gay-bashing as a way to confirm their membership in their peer group. Since most perpetrators of anti-gay victimization are adolescent and young adult males, usually working in groups of two or more, it is also probable that these young men see gay-bashing as a way to confirm their maleness to themselves and their peer group (Harry, 1992). Young women, if present, tend to serve as an audience for their male counterparts (Harry, 1992).

It has also been suggested that the fear of being labeled homosexual drives adolescents and young adults to become prematurely sexually active. The pressure to prove a heterosexual orientation among one's peer group "places young people at risk for pregnancy and sexually transmitted diseases" (Elze, 1992, p. 99). Furthermore, the belief fueled by homophobia that AIDS and HIV affect only homosexuals and IV drug users places all adolescents and young adults at a high risk of contracting and unknowingly spreading these diseases.

Finally, homophobic beliefs and attitudes tend to reinforce proscribed gender-role behaviors within a

social group. Adolescents and young adults may believe the myth that gay men want to be women and thus act feminine, while lesbians want to be men and act masculine. These beliefs may cause adolescents and young adults to adopt extremely rigid gender appropriate behaviors. This may be a particularly strong phenomenon among young men in that American culture discourages closeness among males in general (Douvan, 1981). Those who do adopt these rigid gender behaviors restrict their interpersonal growth within the college and university environment.

The literature suggests that homophobia affects heterosexual adolescents and young adults in several ways. The main effect seems to be that the fear of being labeled homosexual may cause premature sexual activity, violent and/or abusive behavior and unrealistic gender-role expectations among college and university students. These behaviors interfere with the students' immersion into developing appropriate interpersonal relationships and gaining the skills to instigate and maintain such relationships in the future. The next section will provide a description of the psychosocial developmental needs of college and university students and outline a structure to better understand the development and existence of homophobia in this environment.

Psychosocial Development

Eric Erikson (1950, 1968) began developing his psychosocial stages of development while he was receiving his classical psychoanalytic training. Erikson broke away from the classical psychoanalytic movement when he came to believe that sexual and social growth developed throughout the lifespan, as opposed to Sigmund Freud who believed that major life development was primarily completed by age six. Erikson's view of development through the lifespan has stimulated other researchers, such as Arthur Chickering, to expand the knowledge of adult development (Rogers, 1989a).

Erikson (1950, 1968) delineated eight stages of human development. He believed that within each life stage individuals face the task of establishing an equilibrium between themselves and their social environment. Within each stage individuals also face a unique task or crises which must be resolved. Each crisis is a turning point out of which individuals strive to achieve successful resolution. Failure to adequately resolve a stage's crisis or developmental task has a negative influence on all further stages of development.

Undergraduate and graduate college and university students usually fall into the later of Erikson's developmental stages (Rogers, 1989a). Traditional aged freshmen and sophomores (17-19 years) may be completing

the tasks of the Identity verses Role Confusion stage and
entering into the Intimacy verses Isolation stage.
According to Erikson's Identity verses Role Confusion
stage, traditional aged freshmen and sophomores are
facing "issues that require them to experiment with roles
and life-styles, make choices and experience the
consequences, identify their talents, experience
meaningful achievement, and find meaning in their lives"
(Rogers, 1989a, p. 123). An adequate resolution of this
stage is achieved when an individual comes to terms with
realities such as committing to a career, life style and
philosophy of life (Rogers, 1989b).

Traditional aged college and university juniors,
seniors and graduate students (19-35 years) are working
on issues within the Intimacy verses Isolation stage.
The major task within this stage is gaining the ability
to form intimate relationships with others without losing
one's personal identity in the process (Rogers, 1989b).
Failure to achieve intimacy with others is characterized
by withdrawal and isolation from mature intimate
relationships.

In conclusion, according to Erikson's developmental
theory it is reasonable to propose that in an environment
in which homophobic attitudes and beliefs exist college
and university students would not experience a freedom to
experiment with life roles and freely search for meaning
concerning their attitudes and beliefs about

homosexuality. Thus, in a homophobic environment college and university students may inadequately resolve the issues of Identity which leads to a state of Role Confusion and/or negative identity. Negative resolution of this stage affects the next stage of Intimacy verses Isolation. It has already been established in the review of the literature that homophobia may have some effect on intimate relationships, thus producing a situation in which a large group of traditional aged sophomores may be failing to resolve intimacy issues and becoming alienated and isolated from their peer group.

The next section will expand on Erikson's psychosocial developmental stages. This will be accomplished by describing Arthur Chickering's student development theory.

Student Development Theory

Historically, institutions of higher education "gave students a limited number of skills, insights, and points of view that would somehow help them find a good job and a satisfying life" (Chickering & Reisser, 1993, p. xi). However, as the American culture has become increasingly diverse, so has the culture on college and university campuses. Through this awareness of an increasingly pluralistic student environment, administrators, faculty, and staff have begun to search for a comprehensive student development theory to provide a base for the expanded services they are being requested to provide.

Chickering (1969) has delineated such a student development theory. Both Erikson's and Chickering's theories are psychosocial. Psychosocial theories are defined as viewing "development as a series of developmental tasks or stages, including qualitative changes in thinking, feeling, behaving, valuing, and relating to others" (Chickering & Reisser, 1993, p. 2). Specifically, Chickering's student development theory (cited in Rogers, 1989b) is an outgrowth of Erikson's stages of Identity verses Role Confusion and Intimacy verses Isolation.

Chickering believes individuals encounter life challenges and issues continuously throughout life, however at a certain time developmental vectors arise to prominence (Rogers, 1989b). Vectors are tasks that give direction and magnitude to development, as opposed to a developmental stage that appears at a specific time. In describing the vectors Chickering & Reisser (1993) state:

> The vectors describe major highways for journeying toward individuation - the discovery and refinement of one's unique way of being - and also toward communion with other individuals and groups, including the larger national and global society. We propose that while each person will drive differently, with varying vehicles and self-chosen detours, eventually all will move down these major routes. They may have different ways of thinking, learning, and deciding, and those differences will affect the way the journey unfolds, but for all the different stories about turning points and valuable lessons, college students live out recurring themes: gaining competence and self-awareness, learning control and flexibility, balancing intimacy with freedom, finding one's voice or vocation, refining beliefs, and making commitments. (p. 35)

Chickering's vectors were developed mainly from research with college and university students. Originally, he believed that college and university students move through seven vectors in the following way: Developing Competence, Managing Emotions, Developing Autonomy, Establishing Identity, Freeing Interpersonal Relationships, Developing Purpose, and Developing Integrity. The first and last three vectors tended to rise to prominence simultaneously during the beginning and end of the traditional college and university experience, respectively. Furthermore, successfully moving through the first three vectors was a necessary condition to move on to the Identity vector and successful resolution of this vector was a necessary condition to move on to the final three vectors.

The first three vectors of Competence, Managing Emotions and Autonomy relate to Erikson's stage of Identity verses Role Confusion. Chickering (1969) believed the issues at this stage were concerns about career development, sexuality and intimacy, and integrating an adult philosophy about morality and personal values (Rogers, 1989a). These vectors represented a time of personal integration with the social environment. Traditional aged freshmen (17-18 years) can become extremely hedonistic as they explore and integrate their new adult identities. For example,

      many college students enter our institutions
      simultaneously (a) trying to be intellectually

competent (What does it take to survive here, to
achieve academically?), socially competent (How does
one behave here? What are the social rules? Do I
fit socially?) and physically competent (Can I be
competitive in sports or some kind of physical
activity?); (b) dealing with strong sexual and
aggressive impulses and feelings which tend to be
controlled by rigidly applied rules but moving
toward acceptance of the emotions and flexible
internal control; and (c) learning to take the
initiative on, and be responsible for, solving their
own problems and doing so without the continual need
for 'strokes' from friends or parents. (Rogers,
1989b, p. 192)

If the tasks of the first three vectors were

accomplished students could then move into the vector of

Identity. This vector is comprised of reflection and

integration of the data gained during the first three

vectors. At this time students may "come to terms with

sexual orientation, body acceptance, and knowing the

kinds, frequency, and levels of experiences one prefers"

(Rogers, 1989b, p. 192). If these tasks are resolved

individuals can see each other in terms of these

dimensions.

Finally, if progress has been made on the first four

vectors students could undertake the tasks of the last

three vectors. At this time juniors, seniors and early

graduate students are

simultaneously (a) developing a depth of
understanding and intimacy in their friendships,
relationships with a significant other person, and
their relationships with persons culturally
different from themselves; (b) integrating
vocational, avocational, lifestyle, and value
dimensions into an initial commitment to life
structure; and (c) developing consistency between
espoused values and actual behavior. (Rogers, 1989b,
p. 192)

A revision of Chickering's (1969) original theory

has led to changes that show some reordering of the
vectors and broadening of the tasks within the vectors
(Chickering & Reisser, 1993). Primary changes include
the renaming and repositioning of certain vectors, as
well as, adding depth of clarity to them. Chickering &
Reisser also point out that though the original frame
work has stood the test of time the vectors are merely
building blocks and are not sequential.

In the vector of Developing Competence students are
progressing in three areas of competence: intellectual,
physical and manual skills, and interpersonal. By
definition

> intellectual competence involves using the mind's
> skills to comprehend, reflect, analyze, synthesize,
> and interpret. It entails mastering content,
> acquiring aesthetic appreciation and cultural
> interests, and, perhaps most important developing
> the ability to reason, solve problems, weigh
> evidence, think originally, and engage in active
> learning. Physical and manual competence involve
> using the body as a healthy vehicle for high
> performance, self-expression, and creativity.
> Interpersonal competence is skill in communicating,
> and collaborating with others.
> (Chickering & Reisser, 1993, p. 53-54)

These three area's are interrelated to form a sense of
"confidence that one can cope with what comes and achieve
goals successfully" (Chickering & Reisser, 1993, p. 53).
Progress in gaining confidence leads to individuals who
are willing to take risks, attempt new behaviors, and
accept themselves as imperfect beings.

As these students are beginning to accept themselves
as imperfect beings they must also deal with managing the

emotions they confront in the process. The second building block is the Managing Emotions vector. This vector is important in that "anxiety, anger, depression, desire, guilt and shame have the power to derail the educational process when they become excessive or overwhelming" (Chickering & Reisser, 1993, p. 46). As students develop in this area they learn appropriate ways to understand and direct negative and positive emotions.

The third vector, originally called Developing Autonomy, has been renamed Moving Through Autonomy Toward Independence. This stage is an important developmental step for students in that they are "learning to function with relative self-sufficiency, to take responsibility for pursuing self-chosen goals, and to be less bound by other's opinions" (Chickering & Reisser, 1993, p. 47). This stage "involves three components: (1) emotional independence - freedom from continual and pressing needs for reassurance, affection, or approval from others; (2) instrumental independence - the ability to carry on activities and solve problems in a self-directed manner, and the freedom and confidence to be mobile in order to pursue opportunity or adventure; (3) interdependence - an awareness of one's place in and commitment to the welfare of the larger community" (Chickering & Reisser, 1993, p. 117). Growth in this stage involves awareness of individual independence balanced with an understanding of inclusion and participation in the larger community.

At this point the original vectors of Establishing Identity and Freeing Interpersonal Relationships have traded places in the revised theory. Thus the fourth vector has become Freeing Interpersonal Relationships and has been renamed Developing Mature Interpersonal Relationships. The repositioning of these vectors was primarily an outcome of recognition that being able to develop mature relationships has some impact on developing identity.

Growth in the vector of Developing Mature Interpersonal Relationships involves an increasing understanding of "(1) tolerance and appreciation of differences and (2) a capacity for intimacy" (Chickering & Reisser, 1993, p. 48). Specifically, in the revised edition of Education and Identity a greater emphasis has been placed on understanding and developing tolerance. Particular to this vector Chickering & Reisser (1993) state:

> Tolerance can be seen in both an intercultural and an interpersonal context. At its heart is the ability to respond to people in their own right rather than as stereotypes or transference objects calling for particular conventions. Respecting differences in close friends can generalize to acquaintances from other continents and cultures. Awareness, breadth of experience, openness, curiosity, and objectivity help students refine first impressions, reduce bias and ethnocentrism, increase empathy and altruism, and enjoy diversity. (p. 48)

Moreover, an increased capacity for understanding and participating in intimate relationships involves the ability to engage in healthy relationships. "Sustaining

intimacy involves self-awareness, spontaneity, some

measure of self-confidence, and ongoing work on support

and communication" (Chickering & Reisser, 1993,

p. 161-162). Important to developing the skills needed

to sustain healthy intimate relationships is the

disapproval students may face if they become involved in

relationships that fall outside of social norms. In

these situations students can become blocked from growth

and development. Addressing this phenomena, Chickering &

Reisser (1993) state:

> Students may face disapproval if they feel attracted
> to others who do not fit someone's norm. Intimacy
> with same-sex partners or persons from different
> racial or ethnic groups, social classes, or
> religions can result in learning or trial by fire -
> or perhaps both. While interracial dating is much
> more commonplace than it used to be and tolerance
> for gay and lesbian relationships seems to be
> increasing, universal social acceptance is not yet a
> fact. Incidents of gay bashing and racial attacks
> still plague some campuses or their surrounding
> communities, where conservative groups continue to
> mount adversarial campaigns. Faced with the reality
> of attraction to someone their parents or friends
> might not approve of, students must come to grips
> with whether to end the relationship, deny that it
> is happening, pursue it secretly, share it with a
> few trusted friends, or decide not the hide it from
> anyone. (p. 170-171)

Healthy development through this vector involves mature

interpersonal relationships that include "more in-depth

sharing and less clinging, more acceptance of flaws and

appreciation of assets, more selectivity in choosing

nurturing relationships, and more long-lasting

relationships that endure through crises, distance, and

separation" (Chickering & Reisser, 1993, p. 4).

The fifth vector of Establishing Identity involves an understanding of and growth in the already discussed vectors. Specifically, a solid sense of identity is developed through understanding "the following attributes: (1) comfort with body and appearance, (2) comfort with gender and sexual orientation, (3) sense of self in a social, historical, and cultural context, (4) clarification of self-concept through roles and lifestyles, (5) sense of self in response to feedback from valued others, (6) self-acceptance and self-esteem, and (7) personal stability and integration" (Chickering & Reisser, 1993, p. 181). Integration and understanding of these areas promotes a solid sense of identity and enhances further development along the other vectors.

Coming to terms with and integrating gender-roles, sexual orientation and lifestyle into identity are particularly important within this vector. Furthermore, each of these area's are linked to the possible development of homophobia. For example, coming to terms with gender-role behavior can be especially difficult in a society where prescribed gender-roles have been dictated (Chickering & Reisser, 1993). Though there may currently be more flexibility to explore androgynous gender behavior, many students may still arrive on campus "conditioned to believe that ... certain social or occupational roles are automatically prescribed by male and female reproductive systems" (Chickering & Reisser,

1993, p. 184). When these rigid gender-role beliefs are added to mythical beliefs that homosexuals behave in a manner opposite of their biological gender-role, homophobia may occur.

Coming to terms with sexual orientation and lifestyle are complex issues for adolescents and young adults. "Young persons no longer experience a unified and internally consistent framework of beliefs, behavior, and adult roles that they assimilate almost automatically" (Chickering & Reisser, 1993, p. 195). Thus, when students encounter the diverse environment of a college or university campus they may rigidly cling to personal definitions such as athlete, political leader, heterosexual, or homosexual as a natural response of identity development in an unfamiliar setting. However, if students are to develop along this vector they must move out of these rigid personal definitions. Chickering & Reisser (1993) state:

> Development in terms of life-style and role taking
> involves both the ability to make commitments and
> the ability to improvise. It flourishes with the
> growth of a sense of self that has continuity
> despite changes in the environment. It involves a
> growing ability to discriminate between those
> cognitive constructs that are no longer needed and
> those that should be kept and treasured, between the
> role that stifles the self and the role that
> stretches it, and between the commitment that one
> makes out of obligation and the commitment made out
> of personal choice. (p. 196)

The sixth vector, Developing Purpose, "entails an increasing ability to be intentional, to assess interests and options, to clarify goals, to make plans, and persist

despite obstacles" (Chickering & Reisser, 1993, p. 209).

Furthermore, "it requires formulating plans for action

and a set of priorities that integrate three major

elements: (1) vocational plans and aspirations, (2)

personal interests, and (3) interpersonal and family

commitments" (Chickering & Reisser, 1993, p. 50). "In

clarifying purpose, we must therefore go beyond what is

merely interesting and find an anchoring set of

assumptions about what is true, principles that define

what is good, and beliefs that provide meaning and give

us a sense of our place in the larger whole" (Chickering

& Reisser, 1993, p. 234).

> The last vector, Developing Integrity,
>
> involves three sequential but overlapping stages:
> (1) humanizing values - shifting away from automatic
> application of uncompromising beliefs and using
> principled thinking in balancing one's own
> self-interest with the interests of one's fellow
> human beings. (2) personalizing values - consciously
> affirming core values and beliefs while respecting
> other points of view, and (3) developing congruence
> - matching personal values with socially responsible
> behavior. (Chickering & Reisser, 1993, p. 51)

Specifically, humanizing and personalizing values

involves embracing a more ambiguous understanding of the

human experience. "It means modifying values and beliefs

to include more humane frames of reference, balancing the

ethic of care with the ethic of justice, and learning to

apply principles flexibly based on analysis and

understanding" (Chickering & Reisser, 1993, p. 246).

Developing congruence then means behaving in a manner

consistent with stated values.

In conclusion, the seven vectors can assist college and university administrators, faculty, and staff in understanding their student population. Most importantly this theory can be utilized to create greater understanding that students gain more than academic competence as they progress through the academic environment. As our society moves into an ever increasingly diverse and pluralistic society, colleges and universities need to acknowledge their role in student development. This development includes an understanding that student development involves shaping human lives.

Summary

Erikson and Chickering provide a theoretical base to examine and understand the developmental stages of undergraduate college and university students. Understanding the social tasks involved in these theories provides a basis for understanding behaviors that college/university students may manifest when attempting to resolve their own sexuality and their perceptions of homosexuality.

Specifically, with these theories as a base, it can be understood that all traditional aged college and university students enter the academic environment exploring their adult identities. The realms of personal

and social acceptance by their peer group, especially when attached to the development of a sexual identity, are particularly important at this stage. At this time those students who are inclined to explore homosexual relationships may do so, while heterosexually inclined students may begin to explore heterosexual relationships.

During this time homosexually inclined individuals may become isolated from their peer groups. This may be due to the fear of being labeled an outcast at a time when they are searching for group membership. These students may not successfully develop through Erikson's Identity verses Role Confusion stage. Furthermore, through experiencing and observing homophobic attitudes and beliefs they may learn they are not accepted within the main stream social environment on college and university campuses. As they move into Erikson's Intimacy verses Isolation stage and Chickering's vector of Identity these students may have inadequate skills to form deep personal relationships on an intimate or friendship level. This lack of development can also help create personal feelings of inadequacy which lead to isolation and in some instances possibly suicidal behavior.

Heterosexually inclined students may also form inadequate behavioral responses toward relationships if homophobic attitudes and beliefs are pervasive in their environment. Especially among adolescent and young adult

men, abusive behavior toward actual or perceived
homosexuals may be manifested in order to prove
heterosexuality and/or maleness to their peer group.
Both adolescent and young adult men and women may engage
in premature sexual behavior in order to prove their
heterosexuality. This intimate behavior may be acted
upon without adequate relationship skills and thus these
young individuals may be unprepared to manage the
possible negative consequences of their actions.

This project proposes to study the relationship
between undergraduate college students' psychosocial
developmental task level and their level of homophobia.
These attributes will be measured by the Index of
Homophobia (Hudson & Ricketts, 1980) and the Student
Developmental Task and Lifestyle Inventory. Scores on
these inventories will be correlated to determine what
relationship exists. The following chapter will describe
the methodology for this study.

Chapter 3

METHODOLOGY

The following chapter outlines the procedures used
to conduct this study. The chapter is organized under
subheadings which include: population, sampling, research
design, instrumentation, procedures, data analyses, and
research question.

Population

The target population for this study was
undergraduate college students enrolled in Introduction
to Psychology courses during the fall of 1994 at Emporia
State University. The population included male and
female undergraduate students without regard to personal
demographic or biographic characteristics other than age.
The target sample was limited to undergraduate students
17 through 24 years of age.

Sampling

The sample of interest was drawn from sixteen
sections of the Introductory Psychology course offered at
Emporia State University in the fall of 1994. Enrollment
in all sections was nearly equal and ranged from 29-35
students.

Instructors' names for all sixteen sections of the course were listed only as "staff" in the fall 1994 class schedule with the instructors not assigned to specific sections until just prior to the beginning of the semester, well after the students had pre-enrolled. Therefore, students were unable to select a section based on the reputation of the instructor and had to pre-enroll in a section knowing only the time and the location where their section would meet. All sixteen sections, except one, met in the same classroom building.

The instructors assigned to teach the sixteen sections were asked to permit the students in their classes to participate in the study by allowing the research instruments to be administered as part of a regular class session during the first week of classes. The instructors for ten of the sections gave permission (Appendix A). By chance all time slots between 8:00 AM and 2:00 PM for both Monday/Wednesday/Friday and Tuesday/Thursday classes were represented in the ten sections that were available for data collection. All ten sections met in one of four rooms in the same building.

Arrangements were made with each of the participating instructors to use the last forty minutes of either the first or second class period of the semester to introduce the study and administer the instruments. After explaining the purpose of the study,

all persons who chose to participate in the study were required to sign an Informed Consent form (Appendix B). Students who chose not to participate were dismissed for the remainder of that class period prior to the administration of the research instruments. Only 3 persons out of 327 enrolled in the ten sections chose not to participate in the study.

Five volunteer research assistants, three graduate students, one faculty member and one former university employee, agreed to conduct the data collection process. All assistants participated in a 45 minute orientation and training session to become familiar with the study and to learn the standard procedures (Appendix C) to be followed in collecting the data. Conflicting schedules made it necessary to divide the leadership for data collection between three research assistants. At least two of the other research assistants were available at each administration to facilitate efficient distribution and collection of the research materials.

Research Design

The study attempted to identify any relationships that might exist between undergraduate students' psychosocial developmental task achievement and their level of homophobia. The research design for this study was correlational (Fraenkel & Wallen, 1990).

A one time administration of the Index of Homophobia (Hudson & Ricketts, 1980)(Appendix D) and the Student Developmental and Lifestyle Task Inventory (Winston, Miller, & Prince, 1987)(Appendix E) took place during the first week of classes in the fall of 1994 at Emporia State University. Scores on the Index of Homophobia (Hudson & Ricketts, 1980) were correlated with scores on all task, subtask, and scale scores on the Student Developmental Lifestyle Task Inventory (Winston, Miller, & Prince, 1987).

Threats to internal validity for this design can include subject characteristics, location and instrumentation (Fraenkel & Wallen, 1990). The subject characteristics threat was controlled in this study by the generally homogeneous characteristics of the student population at Emporia State University. Emporia State University is a regional state university and draws the largest portion of its undergraduate student body from Kansas and the four contiguous states. The threat of location was controlled by administering all inventories to similar size classes in the same or similar classrooms within the same building. Instrumentation threats to internal validity include instrument decay, data collector characteristics, and data collector bias. Instrument decay was controlled in this study by the one time administration of the inventories to all participants within a 3 day period of time. The data

collector characteristics threat was controlled by having three trained research assistants responsible for the administration of the instruments in each of the ten sections. The data collector bias threat was controlled by having trained research assistants administer the inventories and the author of this study score the inventories. This method prevents the data collector from biasing responses during the administration of the inventories or interpreting individual participant responses in ways that could bias the scoring procedures.

External validity refers to the degree to which the results of a study can be generalized to a population outside of the study group. The results of this study may be generalized, with caution, to other undergraduate student populations who have similar demographic backgrounds and who may be enrolled in similar courses in colleges or universities similar to Emporia State University.

Instrumentation

The Index of Homophobia (Hudson & Ricketts, 1980) and the Student Developmental Task and Lifestyle Inventory (Winston, Miller, & Prince, 1987) were used in this study as a means to measure levels of homophobia and psychosocial developmental task level achievement, respectively.

The Index of Homophobia was created by Hudson & Ricketts (1980) and is based on their definition of the concept of homophobia. The instrument was designed to measure "the fear, disgust, anger, discomfort, and aversion that individuals experience in dealing with gay people" (Hudson & Ricketts, 1980, p. 358).

The Index of Homophobia is a twenty-five item questionnaire. The five possible responses to each question include: strongly agree, agree, neither agree nor disagree, disagree, strongly disagree. The responses are given a score from 1 to 5, with strongly agree being scored 1 through strongly disagree being scored 5. After participants have responded to the Index of Homophobia in the above manner, 13 items (3, 4, 6, 9, 10, 12, 13, 14, 15, 17, 19, 21, and 24) are reverse scored since the items are negatively worded. They are scored so that a "score of 1=5, 2=4, 4=2, 5=1, and a score of 3 remains the same" (Hudson & Ricketts, 1980, p. 360). The 12 non-reverse scored items are positively worded and retain their original scores. The wording of the items are "used to control for any response set biases" (Hudson & Ricketts, 1980, p. 360).

After the assigned items have been reverse scored, they are added to the non-reverse scores. Twenty-five, the number of total items, is subtracted from the total questionnaire score to attain a score range of 0 to 100. Individuals who score from 0 to 25 have mostly positive

feelings about homosexuals; 26 to 50 have positive to
neutral feelings about homosexuals; 51 to 75 have neutral
to negative feelings about homosexuals; and 76 to 100
have mostly negative feelings about homosexuals (Hudson &
Ricketts, 1980).

Construct validity of the Index of Homophobia was
established through concurrent administration with the
Sexual Attitude Scale. According to Hudson & Ricketts
(1980) liberal versus conservative beliefs concerning
human sexuality can be reliably and validly measured by
the Sexual Attitude Scale. Therefore, since Hudson &
Ricketts (1980) theorized that individuals with
conservative attitudes toward human sexuality would also
tend to be more homophobic than those individuals with
more liberal attitudes toward sexuality the Sexual
Attitude Scale was correlated with the Index of
Homophobia. "The correlation between the Index of
Homophobia and the Sexual Attitude Scale scores was .53,
significant at $p < .0001$" (Hudson & Ricketts, 1980,
p. 363).

The content validity of the Index of Homophobia was
examined using Hudson & Ricketts (1980) definition of
homophobia. The definition is "the personal affective
responses of disgust, anxiety, aversion, discomfort,
fear, and anger with respect to either proximal or distal
contact or involvement with homosexual individuals"
(Hudson & Ricketts, 1980, p. 366). According to Hudson &

Ricketts (1980) the original items 12, 18, 20, and 21
failed content analysis. These items represented
decision, preference and judgement statements which did
not conform to the construct definition. Item 19 was
also judged as weak in its contribution to the
questionnaire and was discarded (Hudson & Ricketts,
(1980). Alternative items were created and suggested for
substitution for the discarded items.

The reliability of the original form of the Index of
Homophobia was calculated by a coefficient alpha and was
reported at .901 with a standard error of measurement of
4.75. Hudson & Ricketts (1980) did not report
reliability information on the revised edition of the
Index of Homophobia, however, Serdahely & Ziemba (1984)
report the coefficient alpha of the alternate form of the
Index of Homophobia to be .950, with a standard error of
measurement of 4.56.

The revised edition of the Index of Homophobia was
used for this study, due to its' reliability and
validity. Hudson and Ricketts (1980) also suggest that
the respondent's copies of the instrument be retitled
Index of Attitudes Toward Homosexuals to reduce
suggesting responses. The alternate title was used for
this study.

The Student Developmental Task and Lifestyle
Inventory (Winston, Miller & Prince, 1987) "represents a
sample of behaviors and reports of feelings and attitudes

that students can be expected to demonstrate when they have satisfactorily achieved certain developmental tasks common to young adult college students" (Winston & Miller, 1987, p. 8). For the purposes of this inventory "a developmental task is defined as an interrelated set of behaviors and attitudes that the culture specifies should be exhibited at approximately the same chronological time in life by a given age cohort in a designated context" (Winston & Miller, 1987, p. 2). In other words, a given age group should achieve certain socially defined developmental achievement markers at approximately the same time.

The Student Developmental Task and Lifestyle Inventory is composed of 140 questions written in a true-false format. The questions are divided into three developmental tasks that include Establishing and Clarifying Purpose, Developing Mature Interpersonal Relationships, and Developing Academic Autonomy; three scales that include Salubrious Lifestyle, Intimacy, and Response Bias; and eight subtasks that include Educational Involvement, Career Planning, Lifestyle Planning, Life Management, Cultural Participation, Tolerance, Peer Relationships, and Emotional Autonomy (Winston & Miller, 1987).

High achievement on the developmental task of Establishing and Clarifying Purpose is characterized by students who

a. have well-defined and thoroughly explored educational goals and plans and are active, self-directed learners;

b. have synthesized knowledge about themselves and the world of work into appropriate career plans, both making an emotional commitment and taking steps now to allow realization of career goals;

c. have established a personal direction in their lives and made plans for their futures that take into account personal, ethical, and religious values, future family plans, and vocational and educational objectives;

d. exhibit a wide range of cultural interests and are active participants in traditional cultural events;

e. structure their lives and manipulate their environment in ways that allow them to satisfy daily needs, meet personal responsibilities, manage personal finances appropriately, and satisfactorily meet academic demands. (Winston & Miller, 1987, p. 8-9)

The Establishing and Clarifying Purpose task is further divided into five subtasks which include Educational Involvement, Career Planning, Lifestyle Planning, Life Management, and Cultural Participation (Winston & Miller, 1987). These subtasks further define and refine the major task of Establishing and Clarifying Purpose.

The Developing Mature Interpersonal Relationships task is represented by high scoring students who

have developed relationships with peers characterized by independence, frankness, and trust; they appreciate individual differences among friends and acquaintances and feel reduced pressure to conform to group norms or to conceal disagreements. In relationships with persons from different cultures, races, and backgrounds they exhibit high levels of respect and acceptance and have a general attitude of openness to an appreciation for differences. Students high on this task are free from the need for continuous reassurance and approval from others and have minimal dependence on

parents for direction in decision making. (Winston & Miller, 1987, p. 9)

The subtasks of Peer Relationships, Tolerance, and Emotional Autonomy further define and refine the major task of Developing Mature Interpersonal Relationships.

Students who have accomplished the final task of Academic Autonomy

> have the capacity to deal well with ambiguity and to monitor and control their behavior in ways that allow them to attain personal goals and fulfill responsibilities. High scorers devise and execute effective study plans and schedules; perform academically at levels which they are satisfied are consistent with their abilities; are self-disciplined; and require minimal amounts of direction from others. While they are independent learners, they are also willing to seek academic help when needed. (Winston & Miller, 1987, p. 10)

The last three scales include Salubrious Lifestyle, Intimacy, and Response Bias. The Salubrious Lifestyle scale indicates the extent to which the student lives a healthy lifestyle. High scores on the Intimacy scale delineate that the student has "established a relationship with another person based on high levels of mutual respect, honesty, and trust" (Winston & Miller, 1987, p. 10). Finally, high scorers on the Response Bias scale (a score of 3 or more) are attempting to provide information that shows them in an unrealistic manner and suggests that the responses for the other tasks, subtasks and scales may be inaccurate and should be questioned and interpreted with great caution. Winston & Miller (1987) "suggest that researchers discard inventories with Response Bias scores of 3 or higher because of suspect validity" (p. 33).

The Student Developmental Task and Lifestyle
Inventory was normed on 1,200 undergraduate students
between the ages of 17-24 years of age. Winston & Miller
(1987) emphasize that a middle-class bias is apparent in
the items on the Student Developmental Task and Lifestyle
Inventory primarily due to the concept that most colleges
and universities are inhabited by a middle-class student
population. Furthermore, they emphasize that "no
assessment instrument that attempts to describe or
facilitate change in human behavior can be free from
either value judgements or the culture in which the
behavior occurs" (Winston & Miller, 1987, p. 1). Thus,
Winston & Miller (1987) have identified eight values
which are implicit in the Student Developmental Task and
Lifestyle Inventory. They include:

1. One should be able to act independently without
continual reassurance or direction from others.

2. Relationships among people should be
characterized by openness, honesty, trust, mutual
respect, and equality.

3. One should be able to exhibit self-discipline,
understand personal motivations, and employ rational
processes to solve problems and make decisions.

4. Altruism, charity, democratic processes,
individual freedom, social responsibility, and
self-directedness are positively valued concepts.

5. Prejudice and discriminatory treatment of people
based on race, sex, religion, national origin,
affectional preference, handicapping condition, or
physical appearance are morally wrong and inhibiting
to personal happiness.

6. Knowledge and learning are worthy of pursuit for
their own sakes.

7. Behavioral change and growth occur as a direct result of the stimulation accruing from the interaction between individuals and their environments.

8. Health engendering lifestyles encourage positive personal development. (Winston & Miller, 1987, p. 2)

A determined effort has been made to provide reliability and validity information for the Student Developmental Task and Lifestyle Inventory. "Two different methods of reliability estimation, which take into account different sources of error, were used: test-retest and internal consistency" (Winston & Miller, 1987, p. 23). Test-retest reliability was computed by product-moment correlations which ranged from .70 to .89 for all the task, subtask and scale scores at a statistically significant p .01 level (Winston & Miller, 1987). Alpha coefficients were estimated for internal consistency and ranged from .90 to .50 on the various tasks, subtasks, and scales. The coefficient alpha for the entire inventory, with the Response Bias scale omitted, was .93.

Establishing the validity of the Student Developmental Task and Lifestyle Inventory was approached in a variety of ways, however primarily through concurrent criterion and construct validity methods. Concurrent criterion validity was determined for the various tasks, subtasks, and scales through correlations with other instruments which appeared to be related to them. The Student Developmental Task and Lifestyle

Inventory tasks, subtasks, and scale scores were
correlated either in part or in whole with the Career
Development Inventory, Omnibus Personality Inventory,
Iowa Developing Autonomy Inventory, and Mines-Jenson
Interpersonal Relationships Inventory. The correlations
between the instruments provide acceptable evidence of
validity for the Student Developmental Task and Lifestyle
Inventory (Winston & Miller, 1987).

Construct validity of the Student Developmental Task
and Lifestyle Inventory was determined through factor and
item analysis of responses by approximately 1,100
students attending twelve different colleges and
universities. Through these computations items were
included on the Student Developmental Task and Lifestyle
Inventory according to the following criteria:

a. item loaded on the subtask or scale to which it
had been assigned and was conceptually defensible;

b. item was more highly correlated with the subtask
or scale to which it was assigned than any other
subtask or scale;

c. items were selected to minimize content overlap;

d. items were selected to create the greatest
possible range of difficulty;

e. for developmental tasks, more seniors answered
the item in the keyed direction than did freshmen.
(Winston & Miller, 1987, p. 22)

Procedures

Approval of the Human Subjects Committee at Emporia State University was sought for the study during the summer semester of 1994 (Appendix F). Upon approval of the Human Subjects Committee instructors of all Introduction to Psychology classes were contacted to solicit their participation in this study. The six instructors who agreed to participate were advised that research assistants would come to their scheduled courses and administer the Informed Consent Document, the Student Developmental Task and Lifestyle Inventory, and the Index of Homophobia. The course instructors were advised not to mention the study to their students until the day of the administration of the study's materials. The research assistant packets included an appropriate number of individual Informed Consent Documents, Student Developmental Task and Lifestyle Inventory booklets and answer sheets, and Index of Homophobia inventories for each anticipated participant.

Research assistants administered the research materials during their assigned class time on August 22, 23 and 24 of 1994. These dates fell on Monday, Tuesday and Wednesday of the first week of the 1994 fall semester. The administration of the research materials to all participants within three consecutive days was critical to minimize possible contamination of subject responses.

On the assigned day, the instructors spent the first
10 minutes of the class period introducing themselves,
distributing the course syllabus, taking attendance,
making assignments, and introduced the research
assistants. The instructors then informed their students
that they would be given an opportunity to participate
in a research project. Students were advised that their
participation was voluntary and that responses to the
required inventories would be anonymous. Students who
choose not to participate were dismissed. Each remaining
student was given a research packet which included the
Informed Consent Document, the Student Developmental Task
and Lifestyle Inventory answer sheet and question booklet
and The Index of Homophobia. Students were instructed to
read, sign, and return the Informed Consent Document to
the research assistants prior to the administration of
the research instruments. This phase required
approximately 10 minutes.

After the Informed Consent Documents were returned,
the participants were instructed to place the last four
digits of their social security numbers on the upper
right hand corner of the Student Developmental Task and
Lifestyle Inventory answer sheet and the Index of
Homophobia as a means to pair answer sheets while
maintaining confidentiality. Participants were then
instructed to complete all but their name of the
demographic information requested on the answer sheet of

the Student Developmental Task and Lifestyle Inventory. Other demographic questions included gender, age, racial or cultural background, marital status, and university class standing (i.e. freshman, sophomore, junior, senior, other).

After the demographic question section of the Student Developmental Task and Lifestyle Inventory answer sheet was completed the respondents were instructed to complete the remaining items in the following order: read the directions for the Student Developmental Task and Lifestyle Inventory, complete the Inventory, read the instructions for the Index of Homophobia, complete the Index, and place the Student Developmental Task and Lifestyle Inventory answer sheet and the Index of Homophobia inside the Student Developmental Task and Lifestyle Inventory booklet when they finished and return them to the research assistants. After they had returned these items they were free to leave. This phase of the data gathering process required approximately 30 minutes to complete.

When all inventories were received research assistants immediately placed all study materials in a provided envelope and stored them in a faculty member's office. Following the last administration the envelopes were returned to the author for scoring and data analyses.

Data Analysis

The usable sample included 282 undergraduate students. Initially, inventories were matched by the last four digits of respondents' social security number on both inventories. Matching was done for the purposes of deleting any respondents who (a) fell outside the specified age group (17-24 years), (b) had a Response Bias scale score on the Student Developmental Task and Lifestyle Inventory that exceeded a score of 3 (Winston & Miller, 1987), (c) had incomplete instruments and (d) for computing correlations.

Multiple product moment correlations were computed between the Index of Homophobia scores and all tasks, subtasks and scales on the Student Developmental Task and Lifestyle Inventory to determine if any relationships existed between these measures. Levels of significance were set at .01 for each analysis. For example, a correlation between the Index of Homophobia scores and the Student Developmental Task and Lifestyle Inventory Tolerance subtask scores were computed to determine if a relationship existed between level of homophobia and psychosocial developmental task level in the area of tolerance.

Summary

This study explored the relationship of homophobia and psychosocial development. Undergraduate students' psychosocial development as delineated by Chickering (1969) and Chickering & Reisser (1993), and measured by the Student Developmental Task and Lifestyle Inventory (Winston, Miller & Prince, 1987), was correlated with their level of homophobia as measured by the Index of Homophobia (Hudson & Ricketts, 1980).

The sample for this study was drawn from undergraduate students enrolled in Introduction to Psychology classes at Emporia State University in the fall of 1994. The sample was asked to respond to the Student Developmental Task and Lifestyle Inventory and the Index of Homophobia during the first week of classes.

Scores from the tasks, subtasks, and scales of the Student Developmental Task and Lifestyle Inventory and the Index of Homophobia were correlated by the Pearson r correlational coefficient to determine if any relationships exist between undergraduate students' developmental task level and their level of homophobia. The results of these computations will be discussed in the next chapter.

Chapter 4

RESULTS

This chapter will present the results and describe the data analysis used in this study. Demographic information, means, standard deviations and multiple correlations will be presented.

Demographic Data

Students in ten sections of Introduction to Psychology were given the Student Developmental Task and Lifestyle Inventory and the Index of Homophobia, during the first week of fall classes. A total of 324 undergraduate students participated in this data gathering phase. According to the boundaries of the study 42 inventory pairs were eliminated, leaving 282 usable response pairs. Of the 42 eliminated, 24 respondents fell outside the designated age range of 17-24 years. Another 17 respondents were eliminated due to incomplete responses on one or both of the inventories. Finally, as delineated by the authors of the Student Developmental Task and Lifestyle Inventory, one pair of inventories was excluded due to a Response Bias Scale score of 3 or more on the Student Developmental Task and Lifestyle Inventory which may

indicate that the respondent "is attempting to project an inflated or unrealistically favorable self portrait" (Winston & Miller, 1987, p. 10) and should not be included in research data. The final pool of inventory pairs for data analysis was 282.

Demographic data was gathered from the Student Developmental Task and Lifestyle Inventory answer sheet. This data was self-reported and includes information about gender, age, race, marital status, and university class standing (Table I). Approximately two-thirds of the respondents were female (N=186). Of the usable sample of 282, 92.9% fell within the 17 through 20 age range. The sample was largely Caucasian (90.4%), single (96.5%), and indicated a freshmen university class standing (83.0%).

Statistical Analysis

Means, standard deviations, and correlations were calculated for the scores on the Student Developmental Task and Lifestyle Inventory and the Index of Homophobia (HOM). These statistics are reported in Table II.

The mean and standard deviation for the Establishing and Clarifying Purpose (PUR) task was 32.63 and 10.82. The subtasks that define the Establishing and Clarifying Purpose (PUR) task are Educational Involvement (EI), Career Planning (CP), Lifestyle Planning (LP), Life

Table I

Gender, Age, Race, Marital Status, and Class Standing.

	N	%
Gender		
Male....................................	96	34.0
Female..................................	186	66.0
Age		
17......................................	11	3.9
18......................................	187	66.3
19......................................	36	12.8
20......................................	25	8.9
21......................................	8	2.8
22......................................	6	2.1
23......................................	4	1.4
24......................................	5	1.8
Race		
Black or Afro-American or African......	4	1.4
Hispanic or Mexican American...........	10	3.5
Oriental or Asian Or Pacific Islander..	6	2.1
Indian or Native People................	2	.7
White or Caucasian.....................	255	90.4
Any other..............................	0	0.0
Decline to respond.....................	5	1.8
Marital Status		
Never Married..........................	272	96.5
No Longer Married......................	1	.4
Married................................	9	3.2
Class Standing		
Freshman (first year)..................	234	83.0
Sophomore (second year)...............	30	10.6
Junior (third year)...................	12	4.3
Senior (fourth year)..................	5	1.8
Other.................................	1	.4

Note: Total N=282

Table II

Means, Standard Deviations, and Pearson Correlations for the
scores on the tasks, subtasks and scales of the Student
Developmental Task and Lifestyle Inventory and the scores on
the Index of Homophobia(HOM) for traditional aged college
students (17-24 years).

	Total Possible Score	X	SD	r w/HOM
PUR	67	32.63	10.82	-.1533**
EI	16	6.88	3.33	-.1812**
CP	18	7.80	4.23	-.0605
LP	11	6.13	2.17	-.1130
LM	8	8.87	2.85	-.1125
CUP	6	2.84	1.37	-.2124**
MIR	30	17.07	5.24	-.3628**
TOL	9	5.32	1.98	-.4236**
PR	13	7.57	2.66	-.2414**
EA	8	4.19	1.86	-.2216**
AA	10	4.93	2.69	-.1873**
SL	8	4.80	2.17	+.0467
INT*	19	13.08	3.60	-.1892**
HOM	100	64.38	18.28	+1.0000

N=282
*N=243 on INT because respondents were directed to omit this
section if they had not had an intimate relationship in the
past twelve months.
**p < .01

Key for Table II

PUR	Establishing and Clarifying Purpose Task
EI	Educational Involvement Subtask
CP	Career Planning Subtask
LP	Lifestyle Planning Subtask
LM	Life Management Subtask
CUP	Cultural Participation Subtask
MIR	Mature Interpersonal Relationships Task
TOL	Tolerance Subtask
PR	Peer Relationships Subtask
EA	Emotional Autonomy Subtask
AA	Academic Autonomy Task
SL	Salubrious Lifestyle Scale
INT	Intimacy Scale
HOM	Index of Homophobia

Management (LM), and Cultural Participation (CUP) and had means and standard deviations of 6.88 and 3.33, 7.80 and 4.23, 6.13 and 2.17, 8.87 and 2.85, and 2.84 and 1.37 respectively.

The Mature Interpersonal Relationships (MIR) task had a mean of 17.07 and a standard deviation of 5.24. The subtasks of Tolerance (TOL), Peer Relationships (PR) and Educational Autonomy (EA) define the task of Mature Interpersonal Relationships (MIR) and had means and standard deviations of 5.32 and 1.98, 7.57 and 2.66, and 4.19 and 1.86 respectively.

A mean and standard deviation of 4.93 and 2.69 are reported for the Academic Autonomy (AA) scale. The Salubrious Lifestyle (SL) scale mean and standard deviation were 4.80 and 2.17.

Respondents were directed to omit the section of Intimacy (INT) on the Student Developmental Task and Lifestyle Inventory if they had not had an intimate relationship in the last twelve months leaving a sample of 243 for this scale. The Intimacy (INT) scale had a mean of 13.08 and a standard deviation of 3.60.

The mean for the Index of Homophobia (HOM) was 64.38. The standard deviation was 18.28.

Correlations between the tasks, subtasks, and scales of the Student Developmental Task and Lifestyle Inventory and the Index of Homophobia (HOM) were calculated using the Pearson formula and were analyzed at a p .01 level

of statistical significance. Two tasks, four subtasks, and two scales on the Student Developmental Task and Lifestyle Inventory were found to be significantly correlated in an inverse relationship with the Index of Homophobia (HOM).

Two tasks had significant negative correlations. These were Establishing and Clarifying Purpose (PUR) and Mature Interpersonal Relationships (MIR) with correlations of -.1533 and -.3628 respectively.

Two of the five subtasks which define the Establishing and Clarifying Purpose (PUR) task had negative correlations which were statistically significant. The subtask of Educational Involvement (EI) had a negative correlation of -.1812 and the subtask of Cultural Participation (CUP) had a negative correlation of -.2124.

All three of the subtasks that help define the Mature Interpersonal Relationship (MIR) task were found to be significantly correlated with the Index of Homophobia (HOM). The subtask of Tolerance (TOL) showed the most significant negative correlation of all the tasks, subtasks, and scales. The negative correlation for the Tolerance (TOL) scale was -.4236. The Peer Relationship (PR) and Emotional Autonomy (EA) subtasks had negative correlations of -.2414 and .2216 respectively.

Correlations for two of the three scales were

statistically significant at the p .01 level. The
Academic Autonomy (AA) scale had a negative correlation
of -.1873, while the Intimacy (INT) scale had a negative
correlation of -.1892.

The following chapter will discuss the results,
implications and recommendations for this study.

Chapter 5

DISCUSSION, IMPLICATIONS & RECOMMENDATIONS

Evidence presented in the previous chapter indicates
that there is a negative relationship between some of the
psychosocial development scores of traditional aged
college students (ages 17-24) and their level of
homophobia scores. This chapter includes a discussion of
the results and suggests some implications and
recommendations for college and university administrators
based on these findings. The discussion, implication and
recommendation sections in this chapter rely on the
premises described in the Student Developmental Task and
Lifestyle Inventory Manual (Winston & Miller, 1987) for
high scorers on the tasks, subtasks and scales of the
inventory.

Discussion

The most significant inverse correlations in this
study were found between two tasks, five subtasks and
two scales in the Student Developmental Task and
Lifestyle Inventory and the Index of Homophobia. The
inverse correlation between the scores on the
Establishing and Clarifying Purpose Task (PUR) and the
scores on the Index of Homophobia (HOM) may indicate

that, for the sample in this study, higher levels of homophobia are related to lower levels of voluntary student involvement in their academic, career planning and social activities. These students may not purposefully plan goals to achieve success in these areas. This suggests that many students in this sample are less actively involved in the total campus environment and are therefore less likely to encounter points of view that may challenge their individual views on issues such as homophobic beliefs and attitudes.

The scores on the subtask of Educational Involvement (EI) were also negatively correlated with the scores on the Index of Homophobia (HOM). This could indicate that students with higher levels of homophobia are not committed to the learning process. These students may lack time management skills which can lead to poor study habits. These students may be passive learners, with little knowledge of how to obtain and use available resources. Higher homophobia levels among this group may indicate that these students feel dependent on others, thus exhibiting a lack of confidence in themselves and their own thoughts and behaviors. These students may be living and planning activities for the present with little motivation to plan for the future. As dependent passive learners, with little knowledge of how to obtain or use information, the students in this sample may not have the confidence or skills to seek information to

stretch their knowledge in areas related to homophobic attitudes and beliefs.

Higher levels of homophobia were also inversely correlated with the Cultural Participation (CUP) subtask. This may indicate that students in this group do not participate in cultural events on a voluntary basis. The inverse correlation may suggest that students with higher levels of homophobia have less interest in esthetic activities than students with lower levels of homophobia. This lack of interest and participation in campus cultural events may impact this group's lack of awareness and understanding of people who are culturally different from themselves. For example, they may be less inclined to participate in campus activities that involve gay speakers, artists or historians.

The inverse correlation between the scores on the Developing Mature Interpersonal Relationships (MIR) task and the scores on the Index of Homophobia (HOM) may indicate that students in this group are emotionally dependent on parental guidance and peer group influences. This group may have few psychosocial development skills that help them to become autonomous individuals who are confident in their abilities to orchestrate their own lives. These students may be highly anxious, particularly when encountering persons from cultural and lifestyle backgrounds that are different from their own such as homosexuals or non-homophobic heterosexuals.

The most significant negative correlation in this study was between the scores on the Tolerance (TOL) subtask and the scores on the Index of Homophobia (HOM). Higher levels of homophobia may indicate that this group embraces cultural and lifestyle stereotypes. For the sample in this study this could mean that these students have not developed skills needed to respect and accept individuals from different races, ethnicities, cultures, and backgrounds. This lack of appreciation for individual differences may impact their peer relationships in that they may hesitate to exhibit behaviors or express opinions that do not conform to group norms. For example, a student who is acquainted with a friend or relative who is homosexual may be less likely to denounce slurs against homosexuals when the student's need is high to belong to a particular peer group. Furthermore, if high levels of homophobia are present the pressure to conform to group norms may lead these students to embrace rigid ideals and behaviors about social interaction with other individuals.

Higher levels of homophobia associated with the lower levels of psychosocial task development of the Emotional Autonomy (EA) subtask may indicate that the students in this study are emotionally dependent on other individuals and less capable of making choices based on their own understanding of value issues. These students may actively seek approval and direction from parents and

peer groups. For example, students may encounter information that stretches their point of view on a lifestyle such as homosexuality through a campus newspaper or other campus literature. This information may be discarded if their adult or peer group discourages accepting this information into its frame of reference. This implies that these students may not have developed skills needed to be self-assured about their individual attitudes and beliefs. Lower levels of psychosocial development in this area associated with higher levels of homophobia may contribute to students having lower levels of self-confidence and fewer self-sufficient thoughts and behaviors.

An inverse relationship between the scores on the Peer Relationships (PR) subtask and the scores on the Index of Homophobia (HOM) may indicate that students in the sample are highly influenced by peer pressure. These students may lack the skills needed to engage in open honest relationships that are characterized by an understanding and acceptance of individual differences. Thus, students with high levels of homophobia may engage in peer relationships that are characterized by conformity to group codes and standards of behavior. In this setting students may learn to conceal individuality and fail to develop interpersonal skills that help mature friendships survive the development of individual differences over time. Furthermore, this group's lack of

autonomous behavior may lead to peer group activities that show a lack of acceptance of persons who are different from the peer group such as participating in public verbal and/or physical abuse of homosexuals and nonconforming peers.

Higher levels of homophobia associated with lower levels of psychosocial development on the Academic Autonomy (AA) scale may indicate a student group who is not intellectually stimulated and motivated by their educational experience. These students may not deal well with ambiguity which may imply they have difficulty planning and structuring personal time and schedules. These students may not be self-motivated, confident or assertive when planing and participating in their academic experience.

The negative correlation between the scores on the Intimacy (INT) scale and the Index of Homophobia (HOM) should be interpreted with great caution. As indicated by Winston & Miller (1987) this is considered an experimental scale. A possible implication for the sample in this study is that they may have lower psychosocial skills to enter into intimate relationships with other individuals. These students may have an underdeveloped understanding of what attributes are needed to build mature intimate relationships. Individuals with high levels of homophobia may not have the skills needed to develop intimate relationships built

on mutual respect, honesty and trust. Higher levels of
homophobia among this group may promote intimate
relationships built on inhibited expressions of personal
wants and needs between partners. For example, if
homophobic beliefs and attitudes are held by one partner,
in an intimate relationship, they may discourage or
forbid same-sex friendships of the other partner
therefore implying a lack of respect and trust for that
individual.

Implications

The implications of the inverse relationships
between the scores on the Index of Homophobia and the
scores on the tasks, subtasks and scales of the Student
Developmental Task and Lifestyle Inventory are far
ranging for administrators, faculty and staff within
college and university settings. Specifically, those who
guide students' college and university experiences should
be aware that psychosocial development impacts not only
social interaction among student peer groups but also
social interaction between students' academic and
intellectual endeavors during their educational
experience.

The inverse relationships between the scores on the
Index of Homophobia and the scores on the Student
Developmental Task and Lifestyle Inventory suggest that,

for the sample in this study, students with higher levels of homophobia may be less assertive, not only in their peer relationships, but also with faculty, staff and administrators. This can impact their academic relationships in that they may be overly dependent on college and university personnel for guidance in negotiating their academic experience. This overdependence on college and university personnel may lead to students who depend on others to structure not only classroom activities but also free time such as study time. Furthermore, these students may seek direction in how to structure personal socialization activities. If these students are highly dependent on direction from college and university personnel and do not receive their desired level of direction they may fail to adequately participate and engage in their learning experience. For example, when associated with higher levels of homophobia these students may not be confident or self-motivated enough to actively engage in classroom or campus activities that investigate issues related to diversity on campus, specifically issues related to heterosexuality, homosexuality and homophobia.

On the other hand, if students are not self-assured and confident in themselves they may engage in peer relationships based on acceptance of peer group standards of behavior rather than formulating their own personal standards. Administrators, faculty and staff at colleges

and universities may need to be aware that students who lack confidence in their own thoughts and actions may actively seek approval from peer groups. This type of behavior might lead some students to display behaviors that they might not display under other conditions. If high levels of homophobia are present in these peer groups, students may exhibit homophobic behaviors. For example, if these students are seeking approval of a particular peer group, they may participate in conversations that include homophobic slurs and/or violence against assumed or identified homosexuals to gain acceptance and entrance into the group. Furthermore, it is possible that peer group influence that encourages high levels of homophobic behavior may also be linked to discriminatory attitudes, beliefs and actions against any group that is identified as different from the primary peer group.

Lack of confidence and self-assuredness may also impact students' dating and intimate behaviors. As suggested earlier, the presence of homophobia in students' lives might impact intimate and/or sexual behavior. Students who exhibit higher levels of homophobia may embrace rigid ideals and behaviors concerning appropriate gender role behavior. For adolescent and young adult men this behavior might include overagressiveness toward their female counterparts in social group situations or during

intimate dating relationships. Adolescent and young adult women may accept submissive roles when dealing with their male counterparts. The possible ramifications that university personnel may need to be aware of is that if high levels of homophobia are present in students' environments and these students accept traditional gender roles to suggest that they are not homosexual, they may engage in intimate sexual behavior before they are developmentally prepared to do so. Possible consequences related to premature sexual behavior may be either a lack of knowledge about the risk of contracting the HIV/AIDS virus and other sexually transmitted diseases or a reluctance to discuss these issues with a prospective sexual partner. Furthermore, an extreme consequence of this reaction to homophobia could be an increased incidence of stranger and acquaintance/date rape due to peer pressure to prove a heterosexual orientation.

Finally, lack of confidence and self-assuredness may be related to a lack of understanding of the components or building blocks of mature interpersonal and intimate relationships. Administrators, faculty and staff may need to be aware that if traditional aged college students are exposed to high levels of homophobia and are emotionally dependent on adult and peer influences and accept traditional gender role behavior they may not be developing appropriate interpersonal skills needed to build stable and long lasting relationships. These

students may not be gaining an understanding that mature intimate relationships should be based on mutual respect of their partners, open and honest expression of personal wants and needs and the development of trust between partners. If these skills are not developed students may engage in a lifetime of intimate and interpersonal relationships based on the acceptance of other individuals' wants and needs, while either ignoring or not understanding and expressing their own.

Recommendations

The results of this study suggest that higher levels of homophobia are related to lower levels of psychosocial task development for the sample in this study. This relationship may be especially pronounced in traditional aged freshmen. It is therefore recommended that college and university administrators target this group for assessment as to their level of psychosocial task development and their level of homophobia. These assessments could be administered in programs and courses such as New Student Orientation, Freshmen Seminar, College Orientation and Residence Life. It is further recommended that these assessments be administered within well organized and structured student groups where peer influence may be high. Examples of these groups might be Student Activities and Organizations groups, athletic groups, sororities and fraternities.

If the assessments show that higher levels of homophobia are associated with lower levels of psychosocial task development it is recommended that a consistent and strong component of self-confidence and self-esteem building activities be integrated into these programs. Laying a foundation for growth in this area should have far reaching effects on developing personal confidence and self-assuredness which should also have an effect on reducing homophobia.

It is also recommended that curriculum and program evaluations be conducted to deduce to what degree the student population is receiving consistent information in the area of self-confidence and self-esteem development, as well as, information on diversity and multicultural issues that include a component of information on aspects of homophobia. Upon completion of this evaluation it is recommended that all administrators, faculty and staff design a comprehensive cooperative plan in which student self-confidence and self-esteem development is provided and reinforced through a variety of courses and programs. Academic courses that could include these components are Communications, Marriage and Family, Sociology, Introduction to Psychology and Human Development.

Finally, it is recommended that administrators, faculty and staff evaluate their own levels of homophobia. Administrator, faculty and staff development

programs which focus on interpersonal skill development and the effects of homophobia on the total campus environment might complement and reinforce the effects of student programs.

Summary

This study was designed to assess the relationship between traditional aged college students' psychosocial task development and their level of homophobia. The Student Developmental Task and Lifestyle Inventory was administered to assess the sample's level of psychosocial task development and the Index of Homophobia was administered to assess the sample's level of homophobia. Correlations between the tasks, subtasks and scales of the Student Developmental Task and Lifestyle Inventory and the Index of Homophobia suggest that there is a inverse relationship between psychosocial task development and homophobia. The results may imply that pro-active efforts to improve psychosocial task development skills may decrease homophobia among a traditional college aged population.

More research is needed to determine if the results of this study will be consistent over time, with various populations and in other geographical regions. Further research in this area can include a wide range of studies. First, it is highly recommended that the

current study be replicated with a larger sample that
would include an even distribution of traditional aged
freshmen, sophomores, juniors and seniors to determine if
there is any variation in levels of homophobia among
these age groups. Second, it is highly recommended that
studies be designed to determine if self-confidence and
self-esteem development programming influence homophobic
attitudes and beliefs. Finally, it is recommended that
further research be conducted to determine if peer
pressure brought by homophobic persons influences greater
alcohol and drug abuse, acquaintance and date rape and/or
negative gender role attitudes and beliefs than peer
pressure by non-homophobic persons.

Hopefully, others will follow-up on the findings and
ideas presented herein and help produce additional
research and information so solid programs
can be developed that will increase awareness of the
effects of homophobia on an entire campus population.

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APPENDIX A

Data Collection Time Schedule

Data Collection Time Schedule

August 22-24, 1994

Research Assistants	Day/Time	Room	Instructor
Monday			
Argyle Ed Judy Sarah	8:00	VH 129	Tim
Argyle Ed Judy Sarah	9:00	VH 128	Tim
Ed Judy	12:00	VH 128	Megan
Ed Judy	1:00	VH 129	Megan
Tuesday			
Argyle Ed Judy Sarah	8:00	VH 129	Debra
Argyle Judy Sarah	9:30	VH 128	Debra
Argyle Judy Mo	11:00	VH 129	Beth
Argyle Ed Judy Sarah	1:15	VH 128	Alisha
Wednesday			
Argyle Judy Mo Sarah	10:00	VH 343	Sharon
Judy Mo Stacy?	11:00	VH 319	Sharon

APPENDIX B

Informed Consent Form

Informed Consent Document

The Division of Counselor Education and Rehabilitation Programs supports the practice of protection for human subjects participating in research and related activities. The following information is provided so that you can decide whether you wish to participate in the present study. You should be aware that even if you agree to participate, you are free to withdraw at any time, and if you do withdraw from the study, you will not be subjected to reprimand of any other form of reproach.

1. You will be asked to complete two inventories for which there are no right or wrong answers. The inventories will be completed confidentially.

2. There are no risks involved for subjects taking part in the study, however, minimal discomfort sometimes occurs when people fill out inventories.

3. The findings from this study could benefit the institution and future undergraduate students as the information will be used to determine if psychosocial development is related to personal attitudes and beliefs.

"I have read the above statement and have been fully advised of the procedures to be used in this project. I have been given sufficient opportunity to ask any questions I had concerning the procedures and possible risks involved. I understand the potential risks and I assume them voluntarily. I like wise understand that I can withdraw from the study at any time without being subjected to reproach"

_____   _____
Name   Date

APPENDIX C

Standard Procedures

INSTRUCTIONS

CINDY KEIGHLEY'S RESEARCH PROJECT

August 22-24, 1994

Hi! I am _____ and (this is _____; these are

_____) representing the Division of Counselor Education and

Rehabilitation programs. Today you are being asked to participate confidentially

in a research project. Because time is at a minimum, it is important that we

move quickly and that you respond as rapidly as you can as soon as you receive

your materials. We are distributing materials to you which we would like you

to complete in a specific order. The first item will be the Informed Consent

Document that you will find on the top of your packet. As soon as you receive

your packet please remove it and follow as I read.

(DOCUMENT)

"The following information is provided so that you can decide whether you wish

to participate in the present study. You should be aware that even if you agree

to participate, you are free to withdraw at any time, and if you do withdraw

from the study, you will not be subjected to reprimand or any other form of

reproach.

1. You will be asked to complete two inventories for which there are no right or wrong answers. The inventories will be completed confidentially.

2. There are no risks involved for subjects taking part in the study, however, minimal discomfort sometimes occurs when people fill out inventories.

3. The findings from this study could benefit the institution and future undergraduate students as the information will be used to determine if psychosocial development is related to personal attitudes and beliefs.

You are asked to signify that you have read the above statement and have been fully advised of the procedures to be used in this project."

Are there any questions?

[PAUSE MOMENTARILY, ANSWER QUESTIONS BRIEFLY, IF ANY.]

Please sign and date your form and pass it to the right (or left) so we can collect them.

You will find enclosed in the booklet the answer sheet and the second inventory.

Before you begin please enter the last 4 digits of your Social Security number in the name blank on the Student Developmental Task and Lifestyle Inventory answer sheet. Enter today's date and ESU in the appropriate blanks. Also, please answer the 5 demographic questions. Please answer all questions, including your age at your last birthday

[PAUSE TO ALLOW THEM TO COMPLETE THE INFORMATION. CONTINUE AS SOON AS TO 2/3 TO 3/4 OF THE STUDENTS SEEM TO BE FINISHED WRITING THEIR INFORMATION.]

So that we can coordinate your responses, please write the same 4 digits on the top right hand corner of the white inventory form. You will find it behind the Student Developmental Task and Lifestyle Inventory answer sheet in the inventory booklet.

[PAUSE MOMENTARILY TO ALLOW THEM TO WRITE THIS NUMBER ON THE FORM.]

Now return to the Student Developmental Task and Lifestyle Inventory and open the booklet. You will record your answers with the corresponding number on

the answer sheet. Two points of clarification: 1. You need to open the inventory booklet completely to find question number one in Section one. 2. Notice on your answer sheet that the numbers in each section are arranged in a vertical format.

Be sure to read the directions at the beginning of each inventory carefully before you begin each inventory.

As soon as you have completed the Student Developmental Task and Lifestyle Inventory place your answer sheet in the booklet and move immediately to the questions on the second inventory. Pay careful attention to the answer scale at the beginning of the second inventory.

When you are finished with the second inventory, insert it in the Student Developmental Task and Lifestyle Inventory booklet, also. You are free to leave as soon as you are finished. Bring your research instruments to the front of the room as you leave. Thank you in advance for your voluntary participation.

APPENDIX D

Index of Homophobia

Index of Attitudes Toward Homosexuals

This questionnaire is designed to measure the way you feel about working or associating with homosexuals. It is not a test, so there are no right or wrong answers. Answer each item as carefully and accurately as you can by placing a number beside each one as follows:

> **1-strongly agree.**
> **2-agree.**
> **3-neither agree or disagree.**
> **4-disagree.**
> **5-strongly disagree.**

__1 I would feel comfortable working closely with a male homosexual.

__2. I would enjoy attending social functions at which homosexuals were present.

__3. I would feel uncomfortable if I learned my neighbor was homosexual.

__4. If a member of my same sex made a sexual advance toward me I would feel angry.

__5. I would feel comfortable knowing that I was attractive to members of my sex.

__6. I would feel uncomfortable being seen in a gay bar.

__7 I would feel comfortable if a member of my own sex made an advance toward me.

__8. I would be comfortable if I found myself attracted to a member of my sex.

__9. I would feel disappointed if I learned that my child was homosexual.

__10. I would feel nervous being in a group of homosexuals.

__11. I would feel comfortable knowing that my clergy-person was homosexual.

__12. I would be upset if I learned that my brother or sister was homosexual.

__13. I would feel that I failed as a parent if I learned that my child was gay.

__14. If I saw two men holding hands in public, I would feel disgusted.

__15. If a member of my sex made an advance toward me I would be offended.

__16. I would feel comfortable if I learned that my daughter's teacher was a lesbian.

__17 I would feel uncomfortable if I learned that my spouse or partner was attracted to members of his or her sex.

__18. I would feel at ease talking with a homosexual at a party.

__19. I would feel uncomfortable if I learned that my boss was homosexual.

__20. It would not bother me to walk through a predominantly gay section of town.

__21 It would disturb me to find out that my doctor was homosexual.

__22. I would feel comfortable if I learned that my best friend of my sex was homosexual.

__23. If a member of my sex made an advance toward me I would feel flattered.

__24. I would feel uncomfortable knowing that my son's male teacher was homosexual.

__25. I would feel comfortable working with a female homosexual.

APPENDIX E

Student Developmental Task and Lifestyle Inventory

Student Developmental Task and Lifestyle Inventory

Roger B. Winston, Jr., Ph. D.
Theodore K. Miller, Ed. D.
Judith S. Prince, Ed. D.

About the Student Developmental Task and Lifestyle Inventory

The *Student Developmental Task and Lifestyle Inventory* [SDTLI] is composed of statements shown to be typical of many students and is designed to collect information concerning college students' activities, feelings, attitudes, aspirations, and relationships. Do not be concerned, however, if there are some statements about activities in which you do not participate, or feelings which are not descriptive of you. This Inventory's purposes are to help students learn more about themselves and to help colleges assist students more effectively. The SDTLI's usefulness depends entirely on the honesty, candor, and care with which you answer the questions.

It will require only about 25 to 35 minutes for you to complete this Inventory.

DIRECTIONS

1. Do not mark in this booklet. Mark all answers on the separate answer sheet provided.

2. In this Inventory *"college"* is used in a general sense to apply to both two- and four-year colleges, as well as universities (that is, all kinds of post-secondary institutions).

3. Consider each statement carefully, but do not spend a great deal of time deliberating on a single statement.

4. Read each statement (beginning on page 1) and decide whether the statement is **true** (usually true) of you, or **false** (not usually true) of you. If *true*, circle the T; if *false*, circle the F. In a few instances in Section 1 there is a third alternative "O"; for those items **only**, you may circle the "O" response if it describes you better than either a true or false response would.

5. If you wish to *change an answer* after having marked it, do not attempt to erase it. Instead, with your pen or pencil completely darken the circle made around the T, F or O [whichever had been *mistakenly* circled], then draw a circle around the response that best describes you.

EXAMPLES

141. (T) F O *Student selected the true response as being most descriptive of him or her.*

141. ● (F) O *Student made a mistake and wants to record a false response instead of true response as being the most descriptive of him or her.*

141. T F (O) *Student selected the "other" response as best describing him or her.*

6. Please begin by writing your name and the name of the college or university you are attending at the top of the answer sheet and then answer the demographic questions under it. After answering the demographic questions, begin the Inventory on page 2.

Form **W87**

Student Developmental Task and Lifestyle Inventory

SECTION 1. *EDUCATION, CAREER, AND LIFESTYLE.* From the alternatives provided select the one response that **best** describes you. Mark your responses on the separate answer sheet provided.

Circle **T** if the statement is *true* or usually true of you, or **F** if the statement is *false* or usually not true of you. For some statements there will be a third alternative, when that is possible the **O** alternative will be listed after the statement. Circle the **O** alternative only if it is listed after the statement and it best describes you.

Before beginning, be sure that you have read and understand the instructions about how to change a response (should you need to do so) once it is marked. The directions for changing a response are in the **Directions** section on the previous page.

1. I have declared my academic major/field of academic concentration.

2. I am familiar with three or more college majors and their requirements in terms of required courses and their accompanying academic skills.

3. I know where to find information about the prospects for employment in any occupational field.

4. Within the past six months. I have asked relatives, faculty members, or others to describe or discuss positions available in the fields in which they are working.

5. I never make errors in classwork.

6. I have carefully thought through *and* decided the extent to which I am involved in regular, organized religious activities.

7. I have one or more effective techniques (not involving alcohol or drugs) that I use to help me relieve stress.

8. Within the past year I have met my responsibilities to my parents to my own personal satisfaction.

9. I don't hesitate to seek help in dealing with the pressures of college life.

10. I keep accurate records of the money I spend.

11. I know all the basic requirements for graduating with a degree in my academic major · academic concentration.
    O = I have yet to decide on an academic major.

12. When I don't think I am learning what I should in a course, I take the initiative to do something about it.

13. I have identified some jobs within the career area I have selected which I know I would *not like* doing.
    O = I have yet to decide on a postcollege career area.

14. Recently I examined the current labor market demands for people with a degree in the career area(s) I am considering.
    O = I have yet to decide on a postcollege career area and/or academic major.

15. In the past year I have discussed my career goals with at least two professionals in the field that interests me most.

16. I have identified the steps that are necessary for me to take now in order to have the kind of life I want five years after college.

17. I have plenty of energy.

18. I set aside time each day to deal with schoolwork and assignments.

19. I organize my time well enough for me to get everything that needs to be done completed.

20. I make time in my schedule for my hobbies.
    O = I have no hobbies.

21. I take advantage of opportunities to enter into class discussions.

22. I have taken the initiative to set up conferences with an academic advisor within the past twelve months.

23. I know at least five requirements necessary for the occupation(s) I am thinking about entering.
    O = I have yet to identify an occupation in which I would like to work.

24. I have practical experience in the career area I plan to pursue after college.
    O = I have yet to decide on a postcollege career area.

25. I am a member of at least one club or organization that is specifically related to my chosen occupational field.
    O = I have yet to decide on a postcollege career area.

26. I have made a decision about the number of children (including none) I plan to have.

27. I am generally satisfied with my physical appearance.

28. I initiated an activity in the past month designed to help me achieve something important in my life.

29. I plan my activities to make sure that I have adequate time for sleep.

30. In my leisure time I regularly read novels or magazines.

31. I have a mature working relationship with one or more members of the academic community (faculty member, student affairs staff member, administrator).

32. Within the past twelve months I have attended a lecture or program dealing with a serious intellectual subject which was not required for any of my courses.

33. I can name two or more beginning-level positions in business, industry, government. or education for which I would be eligible when I graduate.

34. I have listed a number of specific personal abilities and limitations which I can use as guidelines for narrowing the number of career areas I wish to explore.

35. I have formulated a clear plan for getting a job after college.

36. I am currently involved in one or more activities that I have identified as being of help in determining what I will do with the rest of my life.

37. I maintain an appropriate weight for my height and frame.

38. I have joined with several people in achieving solution to a mutual problem within the past month.

39. I keep a calendar or make a "To Do" list of what needs to be done each day.

40. I am actively involved in two or more different organized activities in addition to my academic studies.

41. I have formed a personal relationship (friendly acquaintanceship) with one or more professors.

42. I have identified acceptable alternatives to my present educational plans.

43. Within the past month I have read an article or book that deals with some aspect of a career I am considering or have decided upon.

44. I have established a specific plan for gaining practical experience in the career area I plan to pursue after college.
    O = I have yet to decide on a postcollege career area.

45. I have prepared my employment placement credentials and resume'.

46. I have identified at least three people, other than family members, whom I am confident will be influential in my postcollege future.

47. I usually eat well-balanced meals.

48. I have been active on at least one committee at college or in one or more college groups within the past six months.

49. I manage my spending money well.

50. I have attended a play or classical music concert within the past year when not required for a class.

51. Within the past three months I have had a serious discussion with a faculty member concerning something of importance to me.

52. I have decided whether or not I will seek admission to a graduate or professional school.

53. I am acquainted with three or more persons who are actively involved in the kind of work I visualize for myself in the future.
    O = I have yet to decide on a postcollege occupational area.

54. While in college I have gained practical experience directly related to my educational goals through an internship, part-time work, summer job, or similar employment.
    O = I have yet to establish any specific educational goals.

55. I have one or more goals that I am committed to accomplishing and have been working on for over a year.

56. The importance I place on things like new cars, large houses, and expensive clothes is reflected in my current career plans.

57. I make sure that I get enough exercise to feel good.

58. I have identified and can list at least three ways I can be an asset to the community.

59. I followed a systematic plan in making an important decision within the past thirty days.

60. Within the past twelve months I have visited a museum or an art exhibit when not required for a class.

61. I carefully investigated the intellectual abilities and necessary academic background needed to be successful in my chosen academic major.
    O = I have yet to decide on an academic major.

62. Within the past three months I have read one or more non-required publications related to my major field of study.
    O = I have yet to decide on an academic major/field of study.

63. I often have trouble visualizing day-to-day work in the career area I have selected.
    O = I have yet to decide on a career area.

64. I have sought out leisure time activities for the purpose of helping me obtain an indication of my career interests.

65. An outside, objective observer could readily identify the ethical values that guide my daily life.

66. I have clearly decided upon the place of marriage and children in my future.

67. I exercise vigorously for twenty minutes or more at least three times a week.

68. I have successfully completed an extended trip on my own.

69. Within the past six months I have undertaken either an independent study or service project on my own.

70. Over the past year I have participated in cultural activities on a regular basis (several times a month).

71. I have developed a financial plan for achieving my educational goals.

72. Within the past twelve months I have discussed, *in depth*, my educational objectives or plans with an academic advisor.

73. I like everyone I know.

74. While in college I have visited a career center or library to get information about possible careers or detailed information about a career area I have chosen.

75. I have followed through on nearly all my plans made during the past year.

76. I can state clearly my *plan* for achieving the goals I have established for the next ten years.

77. I plan my week to make sure that I have sufficient time for physical exercise.

78. I have made a positive contribution to my community (campus, neighborhood, or hometown) within the past three months.

SECTION 2. *INTIMATE RELATIONSHIPS.* In this section "partner" refers to *one* person with whom you now have (or have had) an intimate relationship, whether a **dating partner, spouse,** or a **friend with whom you are (have been) romantically involved.** *Please read the following instructions carefully before responding to statements in this section.*

- If you are now involved in an intimate relationship, respond to the following statements in terms of that relationship.
- If you are not currently involved in an intimate relationship, but have had one or more within the past twelve months, then respond to the statements in this section in terms of the *single most significant* of those relationships. Remember, respond in terms of the **same** relationship throughout this section.
- If you do not have a "partner" currently and have not been involved in an intimate relationship during the past twelve months, please skip this section and go to Section 3 and continue responding to statements, beginning with number 98.

T = True   F = False

79. My partner and I regularly discuss or make plans on how we will spend our time together.

80. I sometimes treat the relationship with my partner as if it were a game.

81. Within the past twelve months I have successfully resolved a major disagreement with my partner.

82. It is difficult for me to see my partner socialize with others who could be rivals with me for my partner's affections.

83. I occasionally feel threatened by my partner's outside friendships (that is, with persons who are not in my circle of friends).

84. I have helped my partner achieve a personal goal that she/he had established.

85. I have been unable to find a partner with whom I have maintained a satisfying intimate relationship for a period of more than three months.

86. I frequently feel as if my partner's successes are also my successes.

87. My partner and I frequently talk about what each of us is seeking from our relationship.

88. I often wonder where I stand in the eyes of my partner.

89. Almost everyday I tell my partner things that I don't tell anyone else.

90. I am usually on guard about what I say and do around my partner in order to avoid upsetting or displeasing him/her.

91. I expect my partner to always meet my personal needs.

92. Sharing my innermost thoughts with my partner is the thing I value most in our relationship.

93. There is nothing about myself that is "too bad" to tell my partner.

94. I have little trouble relating intimately to a person when I don't care deeply about him/her.

95. My partner and I have agreed upon the limits to be placed on our physical relationship.

96. I tell my partner about my sexual needs and desires.

97. My partner and I often play games with each other, such as "Mr. Cool" or "Ms. Hard-to-get."

SECTION 3. *RELATIONSHIPS AND THE ACADEMIC ENVIRONMENT.* Decide whether each of the following statements is **True** (usually true of you) or **False** (not usually true of you).

T = True   F = False

98. There are some topics that should never be discussed in college classrooms.

99. I never get angry.

100. It sometimes bothers me if my leisure time activities are different from those of my friends.

101. It is important to me that I be liked by everyone.

102. I sometimes hold back my true feelings for a friend because I'm afraid I might embarrass myself.

103. I seldom express my opinion in groups if I think they will be controversial or different from what others believe

104. I need to feel sure of the outcome before attempting something new or different.

105. I have a difficult time in courses when the instructor doesn't regularly check up on completion of assignments.

106. I frequently don't perform as well in class as I could.

107. I sometimes use phrases or words such as "Blacks have rhythm," or "Honkie," or "people on welfare are only looking for a free ride."

108. I would prefer not to room with someone who is from a different culture or race.

109. I find relationships with my close friends not as important to me as they were a year ago.

110. It is important to me that others accept my point of view.

111. Within the past year there have been a number of occasions when I was mistaken about the closeness of a relationship.

112. Before making decisions I ask my parents what I should do.

113. I am usually more concerned about the grade I will receive than about the subject matter or what I am learning.

114. It is hard for me to work intently on something for more than a short time.

115. Recently I made a poor grade in class due to my neglect or lack of prior planning.

116. I find it annoying when I hear people speaking in a language I don't understand.

117. I avoid groups where I would be of the minority race.

118. It is important to me that I meet the standards of behavior set by my friends.

119. When I want to be alone I have difficulty letting my friends know in a way that doesn't hurt their feelings.

120. Each of my *close* friends holds at least one view of life or set of personal values which I can't accept for myself.

121. I seldom bounce ideas off other people in order to obtain their views of my thinking.

122. I feel guilty when I don't obey my parents' wishes.

123. My grades are not as good as they could be because I don't like asking for help.

124. Within the past month at school or work, another person and I solved an important mutual problem.

125. I think most women tend to respond to situations emotionally, while men respond by thinking.

126. I deal with students who are different from me (for example, of another race or who speak a different language) by being polite and staying away from them as much as possible.

127. I find it hard to deal openly with college administrators and others in authority.

128. After having strong disagreements with a person, I usually try to avoid her/him as much as possible thereafter.

129. I never say things I shouldn't.

130. Sometimes I conceal some of my talents or skills so I will not be asked to contribute to a group's effort.

131. Most of the time I get bored and quit studying after working on an assignment for a short time.

132. I have difficulty disciplining myself to study when I should.

133. I generally keep my beliefs to myself in order to avoid offending others.

134. I become annoyed with people who frequently try to change the rules.

135. I try to keep my friends from knowing about my shortcomings and failures.

136. Because of my friends' urgings I sometimes get involved in things that are not in my best interest.

137. I never lie.

138. Decisions about important matters are largely based on what my parent(s) think and believe.

139. My study time often seems rushed because I fail to estimate realistically the amount of time required.

140. Within the past month I have found myself worrying about unimportant matters, which interfered with the things I wanted to do.

END OF INVENTORY

Name: _____ **Institution:** _____

Today's Date: _____

Demographic Questions

1. What is your gender? [*Check one.*]   ( ) Male   ( ) Female
2. What was your age at your last birthday? _____
3. What is your racial or cultural background? [*Check one best response.*]
   ( ) Black or Afro-American or African
   ( ) Hispanic or Mexican American
   ( ) Oriental or Asian or Pacific Islander
   ( ) Indian or Native People
   ( ) White or Caucasian
   ( ) Any other
   ( ) Decline to respond

4. What is your marital status? [*Check one.*]
   ( ) Never married   ( ) No longer married   ( ) Married
5. What is your class standing? [*Check one.*]
   ( ) Freshman (first year)
   ( ) Sophomore (second year)
   ( ) Junior (third year)
   ( ) Senior (fourth year)
   ( ) Other — Please Specify: _____

DIRECTIONS: Complete this answer sheet according to the instructions found inside the *Inventory* booklet. Read those directions carefully before beginning. Use firm pressure when circling your answer so your responses will carry through the carbon.

SECTION 1

1. T F
2. T F
3. T F
4. T F
5. T F
6. T F
7. T F
8. T F
9. T F
10. T F
11. T F O
12. T F
13. T F O
14. T F O
15. T F
16. T F
17. T F
18. T F
19. T F
20. T F O
21. T F O
22. T F
23. T F O
24. T F O
25. T F
26. T F
27. T F
28. T F
29. T F
30. T F O
31. T F O
32. T F
33. T F O
34. T F O
35. T F O
36. T F
37. T F
38. T F
39. T F
40. T F O
41. T F
42. T F
43. T F
44. T F
45. T F
46. T F
47. T F
48. T F
49. T F
50. T F
51. T F
52. T F
53. T F
54. T F O
55. T F
56. T F
57. T F
58. T F
59. T F
60. T F
61. T F
62. T F O
63. T F O
64. T F
65. T F
66. T F
67. T F
68. T F
69. T F
70. T F
71. T F O
72. T F O
73. T F O
74. T F
75. T F
76. T F
77. T F
78. T F

SECTION 2

79. T F
80. T F
81. T F
82. T F
83. T F
84. T F
85. T F
86. T F
87. T F
88. T F
89. T F
90. T F
91. T F
92. T F
93. T F
94. T F
95. T F
96. T F
97. T F

SECTION 3

98. T F
99. T F
100. T F
101. T F
102. T F
103. T F
104. T F
105. T F
106. T F
107. T F
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130. T F
131. T F
132. T F
133. T F
134. T F
135. T F
136. T F
137. T F
138. T F
139. T F
140. T F

APPENDIX F

Human Subjects Committee Approval

APPLICATION FOR APPROVAL TO USE HUMAN SUBJECTS

This application should be submitted, along with the Informed Consent Document, to the Institutional Review Board for Treatment of Human Subjects, Research and Grants Center, Campus Box 4048.

1. Name of Principal Investigator(s) or Responsible Individuals:

   Cynthia A. Keighley

2. Departmental Affiliation: Counselor Education (Student Personnel Services)

3. Person to whom notification should be sent: Cynthia A. Keighley

   Address: 810 E. 11th, Apt. 2, Ottawa, KS 66067

4. Title of Project: The Relationship Between Level of Psychosocial

   Development and Level of Homophobia.

5. Funding Agency (if applicable): N/A

6. Project Purpose(s):

   > To examine the relationship between undergraduate students' level of psychosocial development and their level of homophobia.

7. Describe the proposed subjects: (age, sex, race, or other special characteristics, such as students in a specific class, etc.)

   > Undergraduate students, ages 17-24, enrolled in General Psychology courses. Subjects will not be discriminated against as to race, sex, or any other special characteristic.

8. Describe how the subjects are to be selected:

   > Subjects will be selected from General Psychology courses offered in the Fall Semester 1994.

9. Describe the proposed procedures in the project. Any proposed experimental activities that are included in evaluation, research, development, demonstration, instruction, study, treatments, debriefing, questionnaires, and similar projects must be described here. **Copies of questionnaires, survey instruments, or tests should be attached.** (Use additional page if necessary.)

   > Students will be asked to participate as subjects. Subjects will be administered the Student Developmental Task and Lifestyle Inventory which measures level of psychosocial task development and the Index of Homophobia which measures level of homophobia.

10. Will questionnaires, tests, or related research instruments not explained in question #9 be used?
    ____Yes _x_ No   (If yes, attach a copy to this application.)

11. Will electrical or mechanical devices be used? ____Yes _x_ No (If yes, attach a detailed description of the device(s).)

12. Do the benefits of the research outweigh the risks to human subjects? _x_ Yes ____No   This information should be outlined here.

> There are no risks to human subjects, although minimal discomfort sometimes occurs when people fill out inventories.

13. Are there any possible emergencies which might arise in utilization of human subjects in this project?
    ____Yes _X_ No   Details of these emergencies should be provided here.

14. What provisions will you take for keeping research data private?
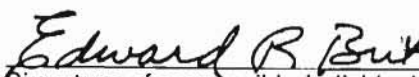
> All data will be kept confidential and only the last four digits of the subjects Social Security number will be requested for matching purposes. The researcher and her graduate advisor will be the only persons who will have access to the raw data. When research is complete individual identifying marks will be removed.

15. Attach a copy of the informed consent document, as it will be used for your subjects.

STATEMENT OF AGREEMENT: I have acquainted myself with the Federal Regulations and University policy regarding the use of human subjects in research and related activities and will conduct this project in accordance with those requirements. Any changes in procedures will be cleared through the Institutional Review Board for Treatment of Human Subjects.

_____
Signature of Principal Investigator

_6/23/94_
Date

_____
Edward R Butler
Signature of responsible individual
(faculty advisor)

_6/23/94_
Date

EMPORIA STATE UNIVERSITY

1200 COMMERCIAL, EMPORIA, KANSAS 66801-5087 316/341-5351

RESEARCH AND GRANTS CENTER - BOX 48

July 18, 1994

Cynthia A. Keighley
810 E 11th, Apt. 2
Ottawa, KS 66067

Dear Ms. Keighley:

The Institutional Review Board for Treatment of Human Subjects has evaluated your application for approval of human subject research entitled, "The Relationship Between Level of Psychosocial Development and Level of Homophobia." The review board approved your application which will allow you to begin your research with subjects as outlined in your application materials.

Best of luck in your proposed research project. If the review board can help you in any other way, don't hesitate to contact us.
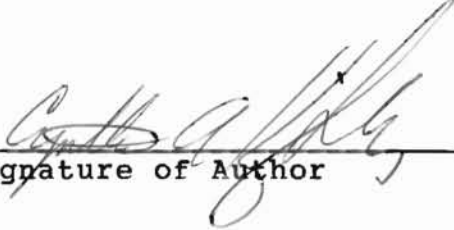
Sincerely,

Faye N. Vowell

Faye N. Vowell, Dean
Office of Graduate Studies
and Research

FV:pf

cc: Edward Butler

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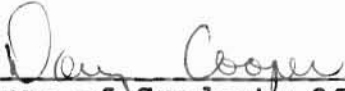will be allowed with out written permission of the author.

_____
Signature of Author

July 7, 1995_____
Date

The Relationship Between the Psychosocial
Task Development of Traditional Aged
College Students and Their Level of
Homophobia_____
Title of Thesis

_____
Signature of Graduate Office Staff Member

_____August 10, 1995_____
Date Received